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ABSTRACT

Noting that children have different appetites and adjust their food intake on a meal by meal basis, this self study guide presents ideas to help home child care providers meet the nutritional needs of the children in their care. The guide is to be used by individuals and small groups of adults working with infants and children. The guide's eight units include: (1) "Bring Out the Best! (rationale, objectives, and instructions for completing the guide); (2) "Nutrition: The Food Guide Pyramid"; (3) "Feeding Young Children"; (4) "Understanding Nutrition Labels"; (5) "The Art and Science of Meal Planning"; (6) "Every Dime Counts! Wise Food Shopping"; (7) "Kitchen Management in Minutes"; and (8) "Food Safety for Kids." The guide's appendix includes a list of nutritional resources and discussions of various topics, such as whether sugar affects behavior, vegetarian diets, preparing foods to meet the dietary guidelines, and ways to recognize food spoilage. A meal planning worksheet and label information are also included. (LBT)

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Blue Ribbon Child Care Food And Nutrition Skill Series

Idaho Child Nutrition Programs

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Anne C. Fox, Ph.D.
State Superintendent of Public Instruction
1997 Edition

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2nd Edition 1997 Blue Ribbon Skills Series

Introduction

One hundred years from now,
It won't matter what car I drove,
What kind of a house I lived in,
How much I had in my bank account,
Nor what my clothes looked like;
But, the world may be a little better
Because I was important in the
life of a child.

-Anonymous

2nd Edition 1997 Blue Ribbon Skills Series

Preface

Over the past years we have learned much about feeding children. We have always known children have different appetites. We have learned that children adjust their food intake related to their physical activity or energy needs. They do this from meal to meal and from day to day.

Ellyn Satter, author of "How To Get Your Kid To Eat....But Not Too Much" teaches us about the division of responsibility.

> Parents are responsible for what is presented to eat and the manner in which it is presented.
>
> Children are responsible for how much and even whether they eat.

Just as important as how we feed children is what we feed them. This self-study presents ideas to help you meet the nutritional needs of the children in your care.

2nd Edition 1997 Blue Ribbon Skills Series

BLUE RIBBON CHILD CARE
FOOD AND NUTRITION SKILL SERIES

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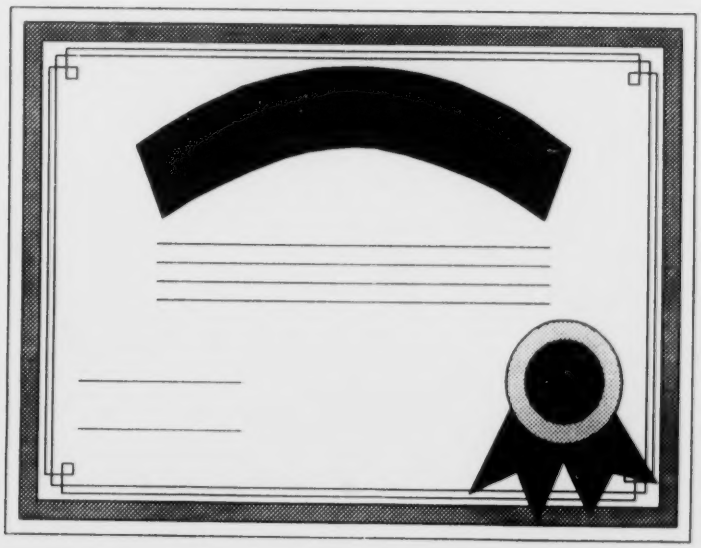
Appendix A-1

Unit 1

Bring Out The Best



Results of two statewide surveys of Idaho Day Care Home Providers indicated a need for individual, one-on-one training to help meet the needs of Day Care Home Providers participating in the Child and Adult Care Food Program (CACFP).

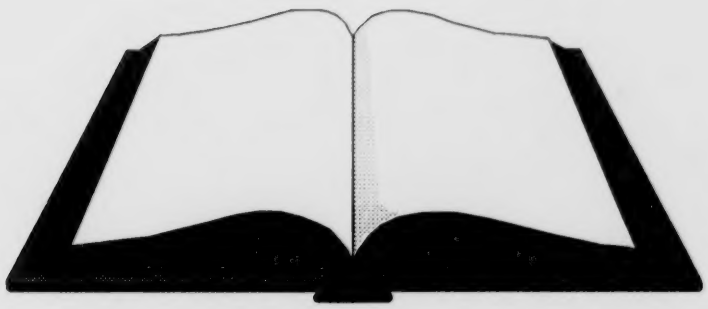
The needs of the participants were grouped into eight separate units and developed into short lessons to be given to the home day care providers in the home setting.

After completion of the series of lessons, participants are to receive a certificate from the State Department of Education, Child Nutrition Programs and special recognition from the Day Care Home Sponsor.

Objectives:

After studying this unit, you should be able to:

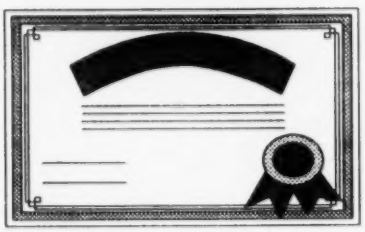
1. Explain what **Blue Ribbon Child Care Manual: Food & Nutrition Skills Series** is.
2. Describe characteristics of a quality child care home.
3. Understand how to complete the home training manual.



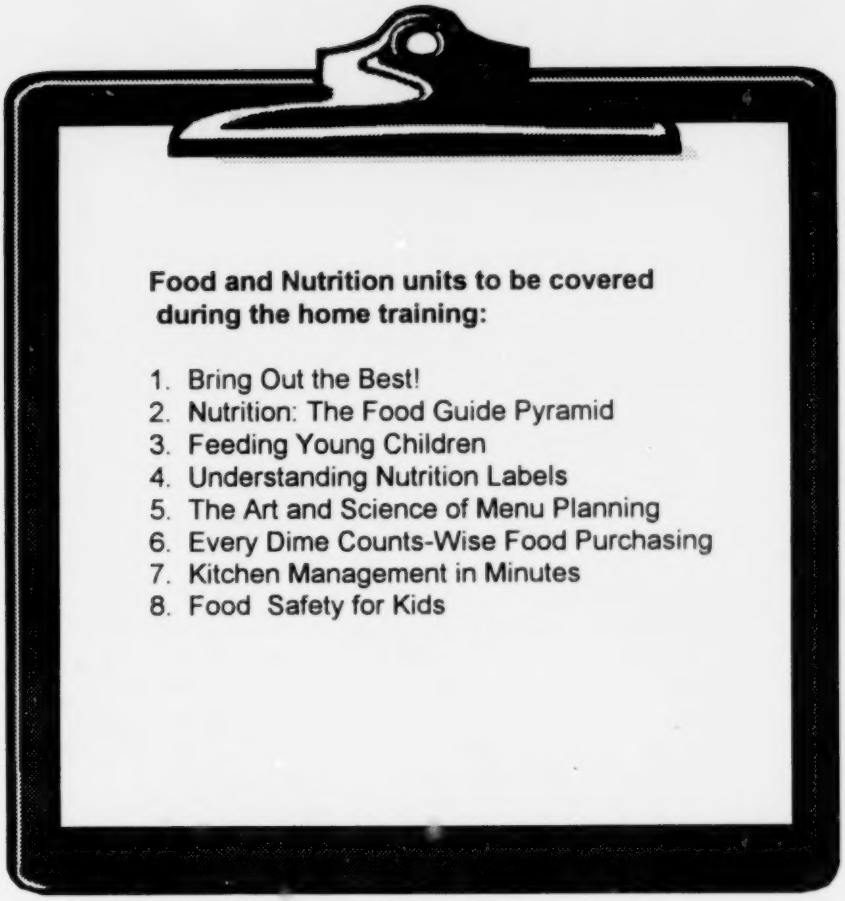
What is the Food and Nutrition Child Care Skill Series?

The Food and Nutrition Child Care Skill Series is a home training manual to be used by the child care sponsor and the child care provider. The eight training units represent short, one-on-one training for adults working with infants and children. Also, small groups can utilize the booklet. Participants will benefit greatly when problems are identified and individuals are allowed to share experiences.

Each unit contains lessons to be completed within a time frame decided by the sponsor and the provider. Each lesson should take about 15 minutes. "Hands-on" or demonstration type training is recommended. Additional preparation time (reading, self-assessment) for the child care provider may be needed before each lesson. Specialized videos may be available to aid the teaching process.



Child care sponsors will be involved in the training. A record of the training and of the units completed will be documented within the manual. After completion of all the units the child care provider will receive recognition for this special accomplishment.



Food and Nutrition units to be covered during the home training:

1. Bring Out the Best!
2. Nutrition: The Food Guide Pyramid
3. Feeding Young Children
4. Understanding Nutrition Labels
5. The Art and Science of Menu Planning
6. Every Dime Counts-Wise Food Purchasing
7. Kitchen Management in Minutes
8. Food Safety for Kids

How can home child care providers do their best?

You, as a child care provider, have a unique opportunity to influence young children and their parents. You are providing a service that requires great skills and knowledge. As the demand for quality child care continues to increase, so does the need for education and training of care givers. This manual is to help you have a better understanding of nutrition, health and safety of the children left in your charge.

Every home child care is unique. The suggestions and information in this booklet will not apply to every home, but it can make your job easier.

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Exercise 1-Self Assessment

In your opinion, what should parents consider when selecting a day care for their child?

_____

_____

What kind of day care environment do you want to offer for parents and their children?

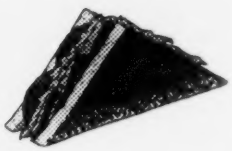
_____

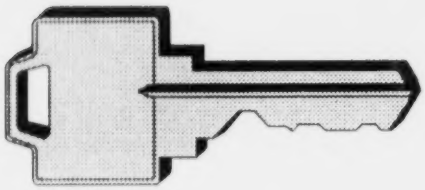
_____

_____

Read the following statements below and put a check mark by the statements you agree with.

___ 1. Home day care is a big responsibility.
___ 2. Parents want a safe environment for their children.
___ 3. Children should have good feelings about their day care.
___ 4. Children learn many things from their day care home.
___ 5. Children are always picky about foods.
___ 6. Children should like all the food served at the day care.
___ 7. Parents need to be informed to choose the best child care.
___ 8. Eating habits formed during the preschool years may last a lifetime.





Key Points:

1. Good child care is vital for the health of every child.

2. Your participation in educational and training opportunities will help you handle many situations. This manual is one step toward identifying problems and learning how to improve your skills.

3. You can put your best foot forward by:
   * wanting the best for the children in your home
   * caring about what happens in your home day care
   * providing good, quality service
   * earning a good reputation in your community
   * showing pride in what you do

How to complete the Blue Ribbon: Food and Nutrition Child Care manual.

Set a date by which you will complete this training with your child care sponsor.

_____

Read through the unit assigned. Certain units have videos that accompany them. View the specific video, if available.

Write down any questions you have. You can write the questions on the unit pages you are studying in the manual. The manual will stay with you. After all the units have been completed, the training schedule will be sent to Child Nutrition Programs of the Department of Education, and you will receive a certificate of recognition. You and your sponsor will sign the training schedule after each visit.

Food and Nutrition Child Care Skill Series Schedule

Name of child care provider: _____
Address: _____
_____

Name of child care sponsor: _____
Address: _____
_____

Date Unit Completed	Sponsors' Initial
Unit #1 _____	_____
Unit #2 _____	_____
Unit #3 _____	_____
Unit #4 _____	_____
Unit #5 _____	_____
Unit #6 _____	_____
Unit #7 _____	_____
Unit #8 _____	_____

Comments:

What part of this training benefitted you the most?

_____

_____

What would you like to learn more about?

_____

_____

If you could attend a workshop, what information would help you do a better job in your home day care?

_____

_____

_____

Are training videos on sanitation, infant feeding, shopping and other topics of help to you?

_____

_____

Do you like the self assessment format of some of the units?
(Questions to ask yourself)

_____

_____

_____

Other Comments:

_____

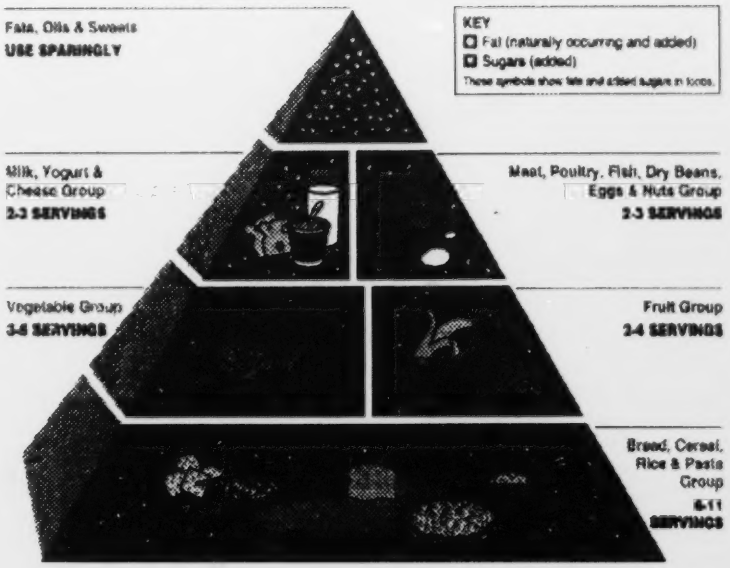
_____

_____

Return this form to:

Jean Heinz, R.D., L.D., Specialist
Child Nutrition Programs
Department of Education
P.O. Box 83720
Boise, Idaho 83720-0027

Nutrition: The Food Guide Pyramid



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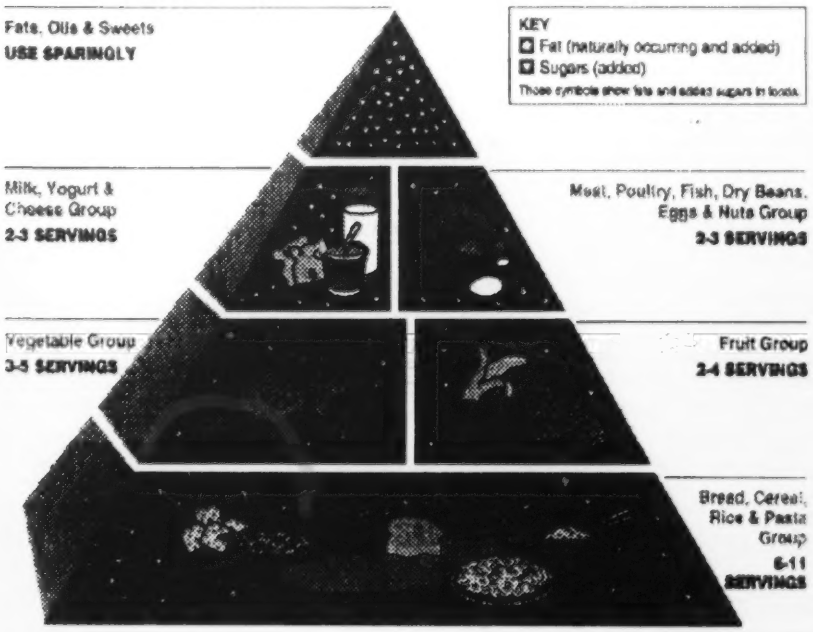
The Food Guide Pyramid

It is best to eat a variety of different foods every day. NO one food gives you all the nutrients you need to stay healthy. The Food Guide Pyramid helps you eat better every day. The Food Guide Pyramid illustrates key dietary recommendations:

1. **Eat a variety of foods.**
2. **Eat plenty of breads and cereals.**
3. **Eat five servings of fruits and vegetables every day.**
4. **Eat foods lower in fat.**
5. **Choose snacks with moderate amounts of sugars.**

Young children should have the same number of servings as adults, just smaller portion sizes. However, it is important that they have at least 2 cups of milk each day. The minimum recommended number of servings for most children is listed below.

The Food Guide Pyramid is an outline of what to eat each day. It is not to be followed for one food or one meal, but for all food choices in a given day.



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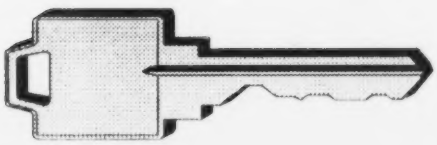
Choosing good food and establishing good eating habits is one of the most important contributions you can make to insure the health of children in your care. Parents and child care providers share in this responsibility.

Good nutrition can be provided without using special foods, excessive vitamins, or protein supplements when children are provided with a variety of foods every day from the Food Guide Pyramid.

Objectives: After studying this unit, you should be able to:

1. Define nutrition.
2. List the key dietary recommendations as illustrated by The Food Guide Pyramid.
3. Identify food sources of the nutrients; vitamin A, vitamin C, Fiber and Iron.
4. Describe the three most common nutritional needs of young children.



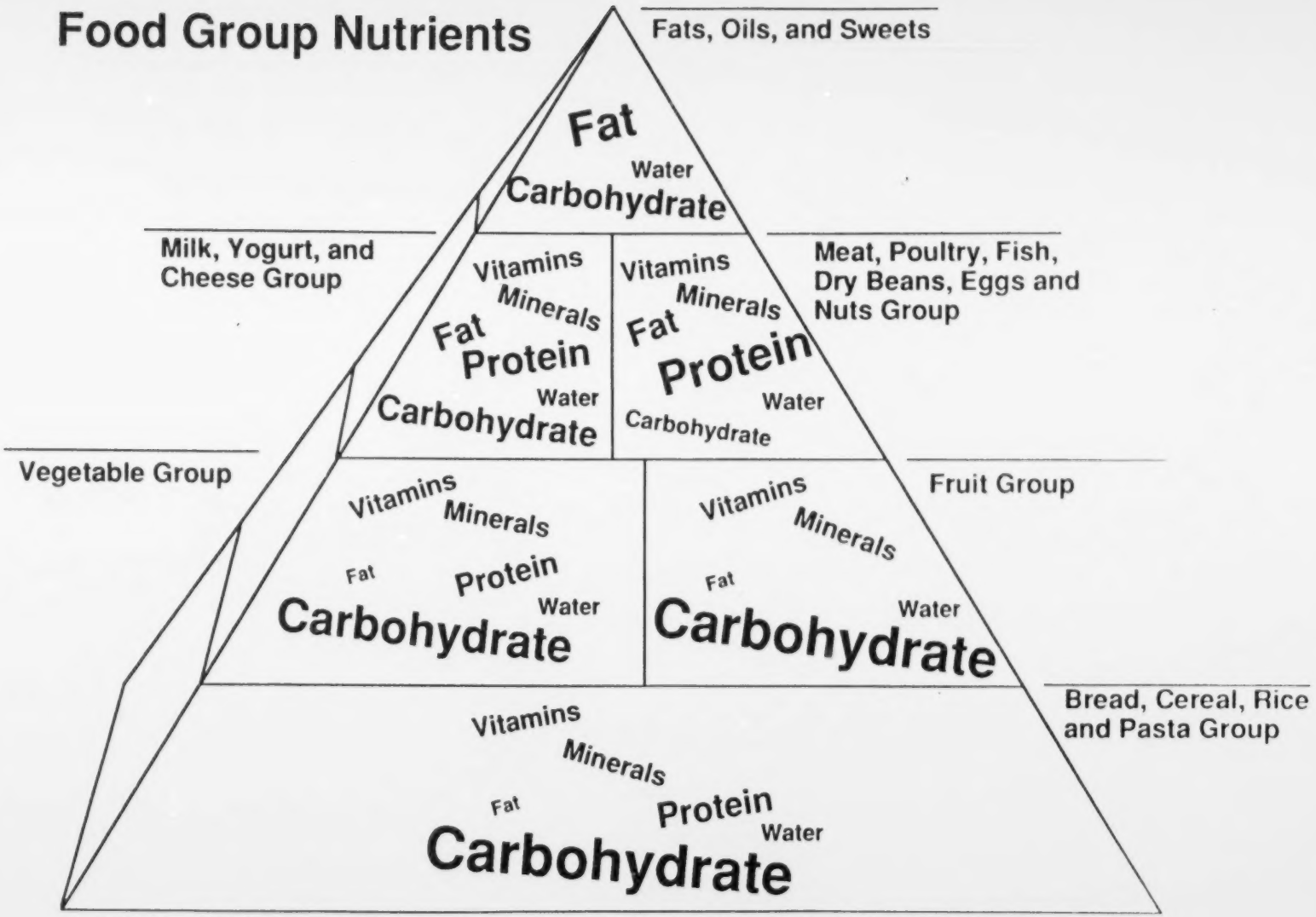
Key Points:

1. Good nutrition is an important part of health.
2. Children have different nutrient needs than adults.
3. Eating foods from the Food Guide Pyramid and child care meal patterns are essential to good health.

What is nutrition?

Nutrition is the study of food and how it is used by the body. Since there is no food that can provide all of the nutrients needed by the body, a variety of foods must be included in the diet.

Food Group Nutrients



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Vitamin A: Good For Your Eyes

Vitamin A Facts:

- ✔ Vitamin A, a fat-soluble vitamin, promotes good vision, mucous membranes, skin, and growth of bones.
- ✔ Worldwide, half a million children go blind every year from xerophthalmia or eye diseases. Other signs of inadequate Vitamin A intake are stunted growth of the skull, crooked teeth, decreased appetite, increased infections and illnesses.
- ✔ Vitamin A deficiency may take longer to show up since fat-soluble vitamins are stored longer in the liver and fatty tissues. The risk of toxicity through megadoses of supplements poses problems for young children.
- ✔ Vitamin A helps prevent "night blindness".
- ✔ Vitamin A deficiency affects the fetus and very young infants because growth and development of the brain and eyes are most rapid in early life.
- ✔ The Ten State Nutrition Survey showed one-third of the children under six had less than the RDA for Vitamin A. Hispanics and blacks showed the greatest deficiency.

Did You Know?

1. Vitamin A occurs in several forms in both animal and plant foods. Beta-carotenes are active forms in plant foods.
2. Recent research is investigating the role of beta-carotenes in preventing cancer.

3. About half the Vitamin A we eat comes from dark green, leafy vegetables and dark yellow or orange vegetables and fruits. The other half comes from milk, cheese, eggs, and a few meats such as liver.
4. Fast foods are known for the **lack** of Vitamin A.

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Vitamin A: Where to Find It

Good Sources

Cantaloupe
Cheese, cheddar
Mustard greens
Collards
Apricots, fresh
Romaine lettuce
Apricots, dried
Prunes, dried
Broccoli
Apricot, nectar
Butter/Margarine

Fair Sources

Peppers, green
Tomatoes
Milk, fortified 2%
Peaches, raw
Asparagus
Oranges, fresh
Cherries, red sour
Orange juice
Squash
Chard

Menu Planning Tips to Increase Vitamin A Intake

1. Plan one Vitamin A food in breakfast, lunch or snack menus every day or at least three times per week.

2. Check the brand of milk you serve to see if it is Vitamin A fortified.

3. Choose fruits and vegetables high in Vitamin A for their eye appeal. Is the lunch plate colorful?

4. Plan snack and mealtime food preparation activities for children's participation to encourage acceptance of new foods high in Vitamin A.

Vitamin C: Holding the Body Together

Vitamin C Facts:

- ✔ Vitamin C is a water-soluble vitamin that helps form collagen (our connective tissues), healthy bones, teeth, skin and tissues.
- ✔ Vitamin C deficiency over a period of time can cause scurvy. Scurvy decreases wound healing, weakens blood vessels and capillaries, causes soreness in joints and bones and causes sore and bleeding gums.
- ✔ It is possible to produce toxic symptoms when megadoses of Vitamin C supplements are taken. Problems have arisen when adults prescribe for themselves and their children.
- ✔ Some unusual stresses might increase a person's need for Vitamin C such as infections, burns, major surgery where scar tissue needs to form. The extra amounts can be adequately supplied by choosing high Vitamin C foods.

Did You Know?

1. Vitamin C acts as an antioxidant in our bodies and can protect tissues and fats and oils from becoming rancid.
2. Surveys have shown low Vitamin C intake in 20-30 percent of the U. S. population, especially in infants, teenagers and persons over 60.
3. Vitamin C is easily destroyed by exposure to heat, light, air, and alkaline substances. To keep Vitamin C intact, one should store fruits and vegetables in a cool place (refrigerate if possible), cover foods and avoid cutting, peeling and preparing in advance. Fruits should be ripened at room temperature.
4. Fresh fruits and vegetables are the best sources of Vitamin C, provided they are stored and prepared carefully. However, frozen and canned varieties also retain much of the vitamin due to quick, specialized, modern-day processing techniques used in the food industry.
5. The inclusion of carefully selected fruits and vegetables in the daily diet guarantees a generous intake of vitamin C.

Vitamin C: Where to Find It

Good Sources

Tangerines	Raspberries, red
Grapefruit, juice	Tomatoes, fresh
Collard Greens	Cabbage
Honeydew Melon	Tomato, juice

Fair Sources

Pineapple, raw	Asparagus
Baked potato w/skin	Squash
Spinach	Watermelon
Turnips	

Menu Planning Tips to Increase Vitamin C Intake

1. Plan a high Vitamin C food in breakfast, lunch or snack menus every day.
2. Prepare fresh fruits and vegetables as often as possible to take advantage of the interesting shapes and bright, natural colors of the foods.
3. Plan menus to combine high iron foods with high Vitamin C foods to get the most iron available.
4. Plan mealtime preparation so Vitamin C foods can be prepared only a short time before meal service to preserve most of the vitamins. If prepared in advance, cover tightly and refrigerate until serving.

Fiber: Benefits for Bodies

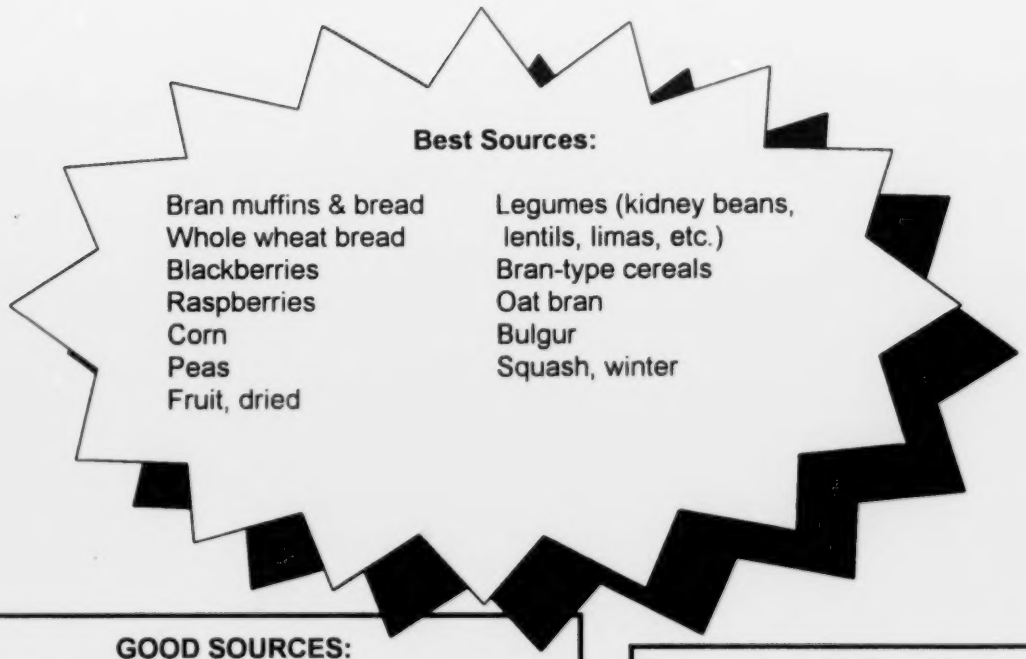
Fiber Facts:

- ✔ Fiber is found in plant foods; fruits, vegetables, grains, nuts, and seeds.
- ✔ Fiber is not digested by the digestive system and thus benefits the body by forming bulk, exercising the intestinal tract and holding water in the colon to help soften stools. Fiber has no calories.
- ✔ Other benefits of having a fiber-rich diet are to help control weight, lower blood cholesterol, help control diabetes, and more efficiently eliminate bile acids and other possible cancer-causing compounds.
- ✔ Low fiber diets may result in constipation, hemorrhoids, diverticulosis, and a higher calorie intake.
- ✔ Children may suffer from constipation due to low fiber diets. A prolonged fiber-deficient diet may lead to health problems in adult life.
- ✔ Milk and dairy products, meats, oils, fats, and eggs, contain no dietary fiber.
- ✔ A diet excessively high in fiber or bulk may create a problem for a very small child or an underweight person because they may not be able to consume enough calories for their energy needs.

Did You Know?

1. The National Cancer Institute recommends that children consume 1 gram of fiber for every 100 calories per day. For every 1000 calories eaten, a child should consume 10 grams of fiber. This works out to about 3-4 grams of fiber per meal for children.
2. Most people consume only half the recommended amount of fiber.
3. One cup of baked beans has 6.6 grams of fiber.
4. Fiber is needed to retain sugar in the digestive tract longer so that sugar gets into the bloodstream more slowly. These factors help control diabetes.
5. Complex carbohydrate foods (especially grains and cereals) should make up 55-60 percent of the total daily calories.

Fiber: Where To Find It



GOOD SOURCES:

Shredded Wheat
Rye Bread
Brown rice
Pears, raw
Garbanzo beans
Strawberries
Broccoli
Carrots, raw
Almonds,
Peanuts
Apples, raw
Grapefruit, raw
Pasta, whole wheat

FAIR SOURCES:

Potatoes, with skin
Squash, summer
Oatmeal, cooked
Sweet potatoes
Green beans
Cabbage, raw

Menu Planning Tips to Increase Fiber Intake

1. Serve whole grain breads and cereals whenever possible, try brown rice!
2. Include fresh fruits and vegetables in meal and snack menus to add fiber, texture, color and shapes.
3. Try more whole grain products for snacks. Inexpensive ideas are corn bread, slices of whole wheat or rye bread or toast with peanut butter, cheese or a light spread of margarine, corn tortillas, whole wheat biscuits and muffins.
4. Plan a "bean/legume" lunch one time per week. The choices and varieties are chili, bean, pea or lentil soup, bean burrito, etc.

Nutrition: The Food Guide Pyramid: Self Assessment

Purpose: To introduce you to the Food Guide Pyramid unit and to create interest in the vast topic of nutrition. This is for your information. You should complete and research the answers before the sponsor visits. Write any questions or comments on the manual pages.

Do you include a variety of foods in your diet? You can test your own personal habits!

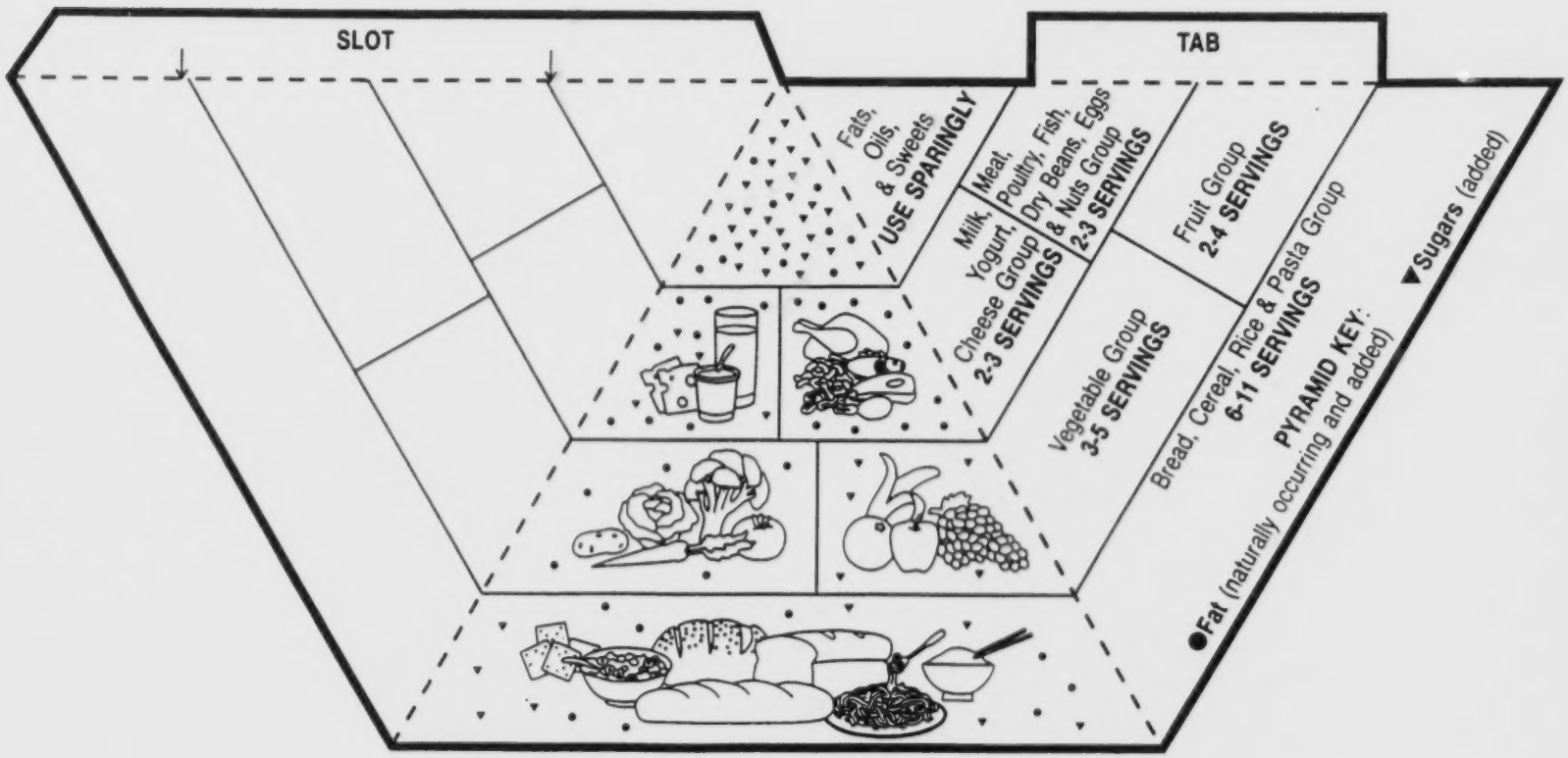
YES	NO	
		Do you eat a citrus fruit or drink a citrus juice every day?
		Do you eat three or more servings from the vegetable group each day?
		Do you eat two or more servings from the fruit group each day?
		Do you drink at least two glasses of milk or eat two servings from the dairy group each day?
		Do you eat at least two servings of meat, fish, poultry, eggs or other protein foods, such as dried beans and peas, every day?
		Do you eat a leafy green or deep yellow vegetable at least every other day?
		Do you eat at least six servings of enriched or whole-grain breads or cereals every day?
		Do you eat brown rice, whole wheat bread and fresh fruits and vegetables daily to add fiber to your diet?

If you answered "yes" to each question, your diet includes variety. If you answered "no" to any question, you will want to understand why that food group is important and why you need to add that food group to your diet.

Your comments or questions:

FOOD GUIDE PYRAMID

A Cut and Fold Activity



Source: U.S. Department of Agriculture/U.S. Department of Health and Human Services.

Instructions:

1. Photocopy this page onto another sheet of paper. (Heavyweight paper works well.)
2. Cut out the pyramid along the heavy outer lines.
3. Cut the slot for the tab between the arrows.
4. Fold on the dashed lines.
5. Put the tab in the slot.

See page 4 for ideas for using the Food Pyramid Cut and Fold Activity.

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What are the characteristics of a healthy child?

Children need adequate rest, exercise and proper nutrition to be healthy. Healthy children have certain characteristics that are easily recognized.

*Good body posture
*Well-developed, firm muscles
*Good appetite
*Absence of aches and pains
*Bright eyes
*Shiny hair
*Sound teeth and gums
*Good digestion and elimination
*Steady growth
*Correct weight for height
*Resistance to infection
*Alertness and interest

Three of the most common nutrition risks in children are for: iron deficiency anemia, overweight and underweight, and lack of good dental health.

Iron Deficiency Anemia

***Iron deficiency anemia**-hemoglobin, formed by iron and protein, is the part of the blood that carries oxygen to the cells. When too few iron-rich foods are consumed, not enough hemoglobin is formed. This below-normal level of hemoglobin in the blood is called iron deficiency anemia. Symptoms of this anemia may include fatigue, weakness, and irritability.

Iron deficiency anemia is a problem with infants and toddlers, up until about the age of two years. Children living in poverty are higher risk for this nutrition problem.

Iron fortified formulas for infants until the age of one and iron fortified cereals are recommended for children because of the greater needs for iron in the infant and growing toddler.

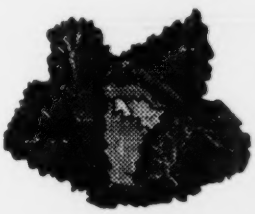
The CACFP requires that formula be an **iron-fortified infant formula.**

Iron: The Blood Builder

- ✔ Iron is an essential mineral and necessary part of hemoglobin that carries oxygen in red blood cells.
- ✔ Iron deficiency anemia develops over a period of time when not enough iron is available to build red blood cells.
- ✔ Children with iron deficiency anemia may show signs of weakness, fatigue, loss of appetite, pale skin color, frequent illnesses, slowed growth, and less attention.
- ✔ Studies show a frequency of iron deficiency anemia in low birth weight infants, babies from six months to two years, children and adolescents during rapid growth, and in all ages when iron-rich foods are in short supply.

Did You Know?

1. Breast milk and iron-fortified formula are good iron sources for the baby's first year of life.
2. The iron in meat, fish, and poultry is more easily absorbed than the iron in vegetables.
3. The iron in vegetables is more easily absorbed when even a small amount of meat is included in the recipe.
4. Foods in the milk group are **poor** iron sources.
5. Tea and coffee both inhibit iron absorption, and tea does so more than coffee.
6. Foods cooked in cast-iron cooking pots and pans will absorb some of the iron from the cooking vessel.
7. Vegetarians need to be careful to plan diets high in iron and combine foods wisely.



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Iron: Where to Find It

BEST SOURCES
Organ meats (liver, kidney, heart)
Dried beans, peas, legumes
Meats (lean beef, pork, lamb)
Sardines, oysters, clams, shrimp
Cereals, infant, iron fortified
Cereals, ready-to-eat, iron fortified
Cereals, cooked, iron fortified

GOOD SOURCES

Dark green leafy vegetables
Eggs (yolk)
Whole grain/enriched breads
Wheat germ
Apricots, dried

FAIR SOURCES

Dark orange vegetables
Green peas
Dried fruits
Prune juice
Apricots
Bean sprouts
Baked potatoes
Chicken and turkey
Fish (tuna, mackerel)
Peanut butter

Menu Planning Tips to Increase Iron Intake

1. Add small amount of meat to soups, stews, legume dishes, and sandwiches to increase the absorption from the vegetables and grains. Example: the meat and tomatoes in chili help us absorb more of the iron from the beans.

2. Serve high Vitamin C fruits/vegetables/juices with cereal, breads, eggs or legumes in the same meal to increase iron absorption.

3. Cook acid foods such as spaghetti sauce and chili in iron skillets or pans to increase iron intake.

4. Think of a new bean dish to serve each week. Legumes are economical and a source of protein, iron, fiber, complex carbohydrates, vitamins, and minerals.

5. Lettuce and tomatoes on a sandwich will increase iron absorption.

Overweight and Underweight Children

It is important that growing children have healthy diets. Children must eat enough food to allow for adequate height and weight gain.

The diets of children who are overweight or underweight may need careful planning and monitoring. Foods, and the amounts served, must be selected wisely. Physical activity is an important component in maintaining proper weight.

Overweight Children

Overweight children should not be put on strict weight-loss diets. Children should be fed enough food to maintain a constant weight. By doing this, children can safely "grow out" of their overweight condition.

Diets that are too restrictive may be harmful to children. However, it is a good practice to limit the consumption of snack foods which are high in fat or sugar such as potato chips or cookies. Fruits or vegetables are healthier choices for snacks.

Special weight-control diets for children who are overweight should be prescribed by a registered dietitian, physician or other medical authority.

Underweight Children

Many children are underweight for a short period of their childhood when they are "sprouting up". With time, their weight will catch up to their height.

Underweight children can safely gain weight, while staying physically active, by increasing caloric intake. Foods that are good sources of carbohydrate, rather than high fat foods, should be added to the diet.

It is important to note that all foods fit into a child's diet. There is no "good food" or "bad food". Moderation and variety are the keys to helping children have healthy eating patterns.

Dental Health

Nutrition plays an important role in the development of healthy teeth. Tooth decay and dental caries are preventable.

To promote dental health:

- Eat foods rich in calcium and phosphorus.
- Brush teeth or rinse mouth thoroughly with water after eating.
- Eat a variety of firm, fibrous foods to stimulate the release of saliva.
- Brush and floss teeth daily.

Nutritional Needs of Children: Self Assessment

What are two characteristics of a healthy child?

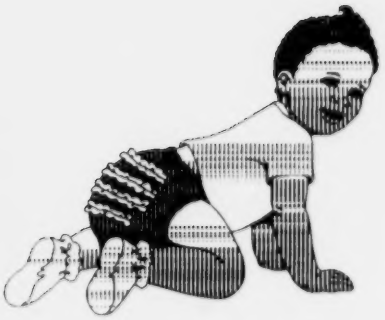
A._____

B._____

Name two special nutrition needs identified in children.

A._____

B._____



Feeding Young Children

Feeding - The Challenge:

Just about the time the infant becomes a toddler there is a slow down in growth. When a toddler's appetite changes adults often worry that the child is not getting enough food. Very early in life the toddler learns that he/she can control others. Mealtime can be frustrating!

Sometimes the toddler will accept a new food; other times he/she won't. Sometimes he/she is tired, fussy or ill and may not eat anything at a meal time. Often adults feel guilty when the child chooses not to eat. Understanding that there are many factors that influence a child's acceptance of foods may help the child care provider.

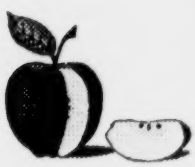
Adults need to serve nutritious foods at proper times, and let the child take the lead in amounts of food taken at a meal or snack time.

Mealtime is an ideal time for a toddler to develop good eating habits and self confidence. Children can learn to share, socialize, and develop hand and eye coordination and motor skills.

Based on research and experience, here are the facts about children's eating:

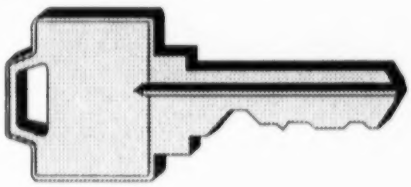
> **Children will eat. They are capable of regulating their food intake. They generally react negatively to new foods but will usually accept them with time and experience. Parents can either support or disrupt children's food acceptance and regulation.**
>
> **--Ellyn Satter**

As the day care provider, you are responsible for what is presented to the children and the manner in which it is presented. The children in your care are responsible for how much and even whether they eat.



Objectives: During this session, you will learn the answers to these questions:

1. When should new foods be introduced to an infant?
2. What are recommended portion sizes for infants and toddlers?
3. Is mealtime a relaxed positive family experience?
4. What are general guidelines for sugar, salt and fat?



Key points:

1. The rate at which a baby progresses to each new food texture and feeding style is determined by the baby's own skills and attitudes. Feeding Infants, USDA, A Guide for Use in the Child Care Food Program, USDA publication FNS 258.

2. Children's growth rates vary greatly. A slower growth rate at the end of the first year of life is normal.

3. Children may accept new foods easier if they are hungry and not pressured to eat. Introduce new foods early in the meal and frequently.

4. Food patterns and attitudes established during the preschool years affect food choices and nutritional status throughout life.

5. Children imitate their parents' eating habits.

6. Mealtime should be a pleasant time.

7. Snacks are important to young children. Children have high energy needs and they have a need to consume **nutrient rich** foods between meals.

Objective 1: When should we introduce new foods to an infant?

Activity: View "Feeding With Love & Good Sense" Video by Ellyn Satter

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Feeding Infants

The Infant Meal Pattern

The infant meal pattern chart, located on the next page, shows the types and amounts of foods that must be served to infants. The first year of life, from birth until the baby's first birthday, is divided into three age groups, each consisting of 4 months.

There are ranges given for each food portion in the meal pattern to allow for flexibility in how much food is served to the baby, based on his or her appetite and development. The amounts listed are the minimum portions required to meet the meal pattern requirements. Some babies may need more than these amounts. Babies can be served larger portions or additional foods.

In the 4 through 7 month age group, the portions for solid foods are listed as 0 to 3 tablespoons. Solid foods are optional for this age group. Children who are not developmentally ready for solid foods should not be fed them.

Food served should always be of appropriate texture and consistency. Solid food can be introduced gradually to infants, who are four months of age or older. The decision to introduce solid foods should always be made in consultation with the parents and physician.

Babies may have small appetites. They may not be able to eat a complete meal at one time. Foods may be served over a period of time, rather than at one time. For example, the food items shown for lunch can be served at two or more feedings, perhaps between 12:00 noon and 2:00 p.m.

Child and Adult Care Food Program Infant Meal Pattern			
	birth through 3 months	**4 through 7 months**	**8 through 11 months**
Breakfast	4-6 fluid oz. breast milk or iron fortified infant formula *Meals containing only breast milk are not reimbursable.*	4-8 fluid oz. breast milk or iron fortified infant formula 0-3 Tbsp infant cereal (optional)	6-8 fluid oz. breast milk, iron fortified infant formula, or whole milk 2-4 Tbsp infant cereal 1-4 Tbsp fruit and/or vegetable
Lunch/Supper	4-6 fluid oz. breast milk or iron fortified infant formula *Meals containing only breast milk are not reimbursable.*	4-8 fluid oz. breast milk or iron fortified infant formula 0-3 Tbsp infant cereal (optional) 0-3 Tbsp fruit and/or vegetable (optional)	6-8 fluid oz. breast milk, iron fortified infant formula, or whole milk 2-4 Tbsp infant cereal **or** 1-4 Tbsp meat, fish, poultry, egg yolk, cooked dry beans or dry peas, **or** ½ - 2 oz. cheese **or** 1-4 oz. cottage cheese, cheese food or cheese spread 1-4 Tbsp fruit and/or vegetable
Supplement	4-6 fluid oz. breast milk or iron fortified infant formula *Meals containing only breast milk are not reimbursable.*	4-6 fluid oz. breast milk or iron fortified infant formula	2-4 oz. breast milk, iron fortified infant formula, whole milk or fruit juice 0-½ slice bread **or** 0-2 crackers (optional)

- Meals containing breast milk may be claimed when the infant is 4 months old or older and when the day care home provider provides at least one other required meal component.
- Formula served must be iron-fortified infant formula. The formula must be intended as the sole source of food for normal, healthy infants, and must be served in the liquid state at the manufacturer's recommended dilution.
- Infant cereal must be iron-fortified, dry infant cereal. Infant cereal is often mixed with breast milk, formula or milk.
- Fruit juice must be full-strength.
- Bread or crackers must be made from whole-grain or enriched meal or flour.
- Nuts, seeds or nut butters are not allowed as a meat alternate.
- Whole milk may be served at 8 months of age as long as the infant is consuming approximately 1/3 of his/her calories as balanced mixture or cereal, fruits, vegetables, and other foods.

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BREAST MILK

Breast milk may be served as part of the infant meal pattern. Infants, mothers and child care providers benefit when infants are breast-fed. Some advantages of using breast milk include:

- Breast milk is the best food for a baby because it provides energy and all the right vitamins and minerals in appropriate amounts.

- Breast milk contains antibodies which protect the infant's digestive tract from infection. These antibodies are not present in infant formula or cow's milk.

- Breast milk is easy for the infant to digest. At birth, the infant's digestive system is not fully developed making it difficult to digest curd unlike casein which forms a tough curd in the infant's stomach.

- Breast milk is ready-to-feed and does not cost anything.

- Allergic reactions to breast milk are minimal. Breast-fed babies do not get sick as often as formula-fed babies.

- Breast-fed babies have constipation and diarrhea less often.

- Breast-feeding provides the mother and child a great opportunity to form a close bond.

Many mothers wish to continue breast feeding after they return to work. Providers can help mothers continue to breast-feed by letting them know that breast-feeding is a good idea and that they are happy to feed their babies breast milk.

- The publications: *Feeding Infants: A Guide for Use in the Child Care Food Program* is an excellent resource available from your State agency or sponsor. They also have information on how to keep breast milk safe and how to care for breast-fed babies.

IRON-FORTIFIED INFANT FORMULA

Iron-fortified infant formula is the best food for the baby when the baby is not being breast-fed or when a supplement to breast-feeding is needed. Commercially prepared iron-fortified infant formula is specially formulated to have the right balance of nutrients and to be easily digested by the baby.

Program rules require that formula be an **iron-fortified infant formula**, intended for dietary use as a sole source of food for normal, healthy infants served in liquid state at the manufacturer's recommended dilution.

The formula label must state "with iron" or "iron-fortified." Formula labels which say "low iron" do not meet the meal pattern requirements. Low-iron or other formulas may be served only as a dietary substitute when a note from a medical doctor or other recognized medical authority, requiring its use, is on file.

Milk

Contact your sponsor or State agency for further information on serving milk to infants.

Sanitation, Food Preparation and Safe Food Handling

Babies are more susceptible to bacteria than older children. Unsanitary food conditions can cause serious illness or death. Take extra care when handling babies' food, bottles and utensils to make sure they are safe and clean. Thoroughly wash hands with warm soapy water before handling any food or bottles.

Proper hand washing can help prevent the spread of illness in child care settings. Hands should be washed after changing each baby's diaper and clothing. Diapers can be a major source of contamination and the spread of disease.

It is important to keep cold foods cold, and hot foods hot. When foods are out of a safe temperature zone, bacteria are more likely to grow and multiply. Contact your local health department for safe food storage temperatures.

Bottle Feeding

Purchasing Formula

- Select ready-to-feed formula because it is the most convenient and sanitary.
- Use either milk-based or soy-based formulas.
- Do not purchase cans of infant formula that have dents, bulges or rust spots.
- Check the expiration on the formula lid or label to make sure the product is not too old.

Preparing Formula

Follow the steps below when preparing formula for infants.

1. Wash hands with soap and water.
2. Wash all equipment (nipples, bottles, rings and caps) in hot soapy water and scrub with a brush.
3. Rinse all equipment thoroughly in hot water.
4. Put nipples, bottles, rings and caps in a pot with enough water to cover them.
5. Boil for five minutes.
6. Wash hands with soap and water.
7. Wash the top of the formula can, then open.
8. Pour formula for one feeding into each clean bottle.
9. Put a clean nipple on bottle and cover with a snap-on cap.

Storing Formula and Breast Milk

- Refrigerate prepared bottles of formula for up to 24 hours.
- Open cans of formula should be covered, refrigerated and used within 48 hours.
- Expressed breast milk may be stored in the refrigerator or freezer in either sterilized bottles or disposable plastic nursing bags.
- Expressed breast milk will keep in the refrigerator for up to 48 hours or in the freezer for up to 2 weeks after the time it was collected. Be sure the milk is protected in an air-tight container while in the freezer. Once the milk is thawed, do not refreeze.
- Portions of breast milk or formula remaining in the bottle after a feeding should be discarded.

Warming Bottles

For babies who prefer a warm bottle, warm bottles of breast milk, formula, or whole milk immediately before serving.

To thaw frozen breast milk, hold bottle under cool to warm water. Shake bottle gently to mix. Do not refreeze breast milk.

Bottles may be warmed by setting them in a bowl of warm water or by holding under warm tap water. Test the temperature of milk or formula on the inner wrist before feeding to infants. If milk is too hot, wait a few minutes and repeat this test. Do not serve milk to infants that is too hot.

Never use a microwave to warm bottles. This practice is potentially dangerous for several reasons. Liquid in the bottle may become very hot when microwaved and get hotter after removing from the microwave even though the bottle feels cool. The hot liquid could seriously burn babies. Also, microwaving can destroy some of the nutrients in breast milk. Covered bottles may explode when heated in a microwave.

Baby Foods

Purchasing Commercially Prepared Baby Foods

For babies 6 to 12 months of age, choose baby foods that increase in thickness and consistency to challenge the baby to learn new mouth skills.

To meet the meal pattern requirements, avoid combination foods or dinners because it is difficult to determine the amount of each component in combination foods. Also, they generally have less nutritional value by weight than single-ingredient foods and cost more than items purchased separately.

Read the ingredient list on the food label carefully. Avoid those with added fat, salt, sugar, modified corn starch or modified tapioca starch.

Desserts, such as baby puddings, custards, cobblers and fruit desserts, should be avoided because they are high in sugar. Babies do not need added sugar. They should be given the opportunity to eat naturally sweet foods, such as fruit.

Fruit juices containing 100% juice are creditable at snacks only for infants eight through eleven months old. No other juices or juice drinks are creditable.

Iron-fortified infant cereals must be provided until the infant turns one year of age. Other non-infant cereals can be served as additional foods.

Serving Commercially Prepared Baby Food

- Be sure the vacuum seal has not been broken before using. The jar should "pop" when opened.
- Do not use the baby food jar as a serving dish. Remove the amount of food needed to feed the baby from the jar and put it in a dish for serving.
- Throw away any leftover food. Do not put it back in the jar because it could cause contamination.
- Once the jar is opened, store it in the refrigerator. Food should be used as soon as possible, but at least within two to three days.

Preparing Baby Food at Home

Preparing homemade baby food has several advantages. It is more economical and the provider can ensure the quality of the food.

Commercial baby foods may lack enough texture for the older baby. The texture can be modified when homemade baby food is prepared.

When preparing homemade baby food, follow these steps.

- Make sure hands, utensils, work space and the food are all very clean.
- Begin with a good quality food. Use fresh food whenever possible.
- Remove skins, pits and seeds from fruits and vegetables. Cut away all fat, gristle, skins and bones from meat, poultry and fish.
- Cook foods until they are soft and tender. To minimize vitamin loss, steam fruits and vegetables. Roast, simmer or braise meat.
- Modify the texture by mashing food with a fork, grinding with a food grinder or by pureeing in a blender.
- Serve immediately.

Foods That Cannot Be Credited

Foods that cannot be credited toward the infant meal pattern include:

- foods with water listed as the first ingredient
- combination foods or dinners
- baby desserts
- fruit juice and juice drinks other than 100% fruit juice
- vegetable juice
- "adult" cereals
- peanut butter

Foods to Avoid or Limit

Some foods which commonly cause allergic reactions in infants should not be served during their first year. These include chocolate, citrus fruits, egg whites, honey and shellfish.

Honey should never be served to infants because it may contain botulism spores. The spores can cause severe food poisoning. After digestive systems mature, honey can be tolerated.

Sugar and fat should not be added to infant foods to provide flavor. It is best for children to develop a liking for the natural flavors of foods.

Infants can choke on foods, such as frankfurter rounds, popcorn, grapes, peanut butter or nuts. Furthermore, foods should be cut length-wise, rather than in circles, to prevent choking.

Baby Bottle Tooth Decay

Baby bottle tooth decay can occur when babies regularly fall asleep with bottles in their mouths. To prevent baby bottle tooth decay:

- Feed only breast milk, formula, milk or water from a bottle. Never put juice, soda pop or other sweetened drinks in a bottle. Serve juice in a cup.
- Offer the bottle only at feeding time, not at nap time. If a baby falls asleep during feeding, move baby around a bit to stimulate swallowing before putting the baby down to sleep.
- Do not use a bottle of cold juice to soothe a teething baby's gums. Instead, use a clean favorite rattle or teething ring that has been cooled in the refrigerator or freezer.

Discussion: Answer these questions and discuss with your child care sponsor.

1. What are the signs of a healthy child?

2. What influences a child's eating habits?

3. Is mealtime a good time to correct and scold children? Why?

4. We hear a great deal about having a good home for children. As providers what can we do to make a good home?
   Physical set up--
   Atmosphere---

5. Should second helpings be offered to pre-schoolers?

6. Children should be encouraged to participate in mealtime conversation. What types of things can they talk about?

7. What would you do if you have a 5-year-old child in your care who requests only peanut butter and jelly sandwiches for lunch?

8. What ways is snacking beneficial?

9. Can snacking be harmful?

10. What influences our food choices?

11. What ways can children learn about food?

You Can Help Prevent Choking

Young children are at the highest risk of choking on food because they can't chew very well. Choking kills more young children than any other home accident.

HOW CAN YOU MAKE EATING SAFER FOR YOUNG CHILDREN?

1. Watch children during meals and snacks to make sure they:
   - ☐ Sit quietly.
   - ☐ Eat slowly.
   - ☐ Chew food well before swallowing.
   - ☐ Eat small portions.

2. Fix table foods so they are easy to chew:
   - ☐ Grind up tough foods.
   - ☐ Cut food into small pieces or thin slices
   - ☐ Cut round foods, like hotdogs, into short strips rather than round pieces.
   - ☐ Take bones out of all meats.
   - ☐ Cook food until it is soft.
   - ☐ Take seeds and pits out of fruit.

3. **DO NOT** give children foods which may cause choking:
   - ☐ Firm, smooth, or slippery foods that slide down the throat before chewing, like:
     ● Hotdogs ● Hard candy ● Peanuts ● Grapes
   - ☐ Small, dry, or hard foods that are difficult to chew and easy to swallow whole, like:
     ● Popcorn ● Nuts & Seeds ● Potato & Corn Chips ● Small pieces of raw carrots
   - ☐ Sticky or tough foods that do not break apart easily and are hard to remove from the throat, like: ● Peanut butter ● Tough meat ● Raisins and other dried fruit

REMEMBER: The foods children like best are often the ones which have caused choking.

What Can You Do When A Child Is Choking?

If a child is choking but CAN BREATHE

Call the rescue squad and until help comes:

- ☐ Keep the child calm.
- ☐ Have the child sit down and cough.
- ☐ Do not slap the child on the back.
- ☐ Do not give the child a drink.
- ☐ Do not hold the child upside down.

If a child is choking but CANNOT BREATHE, COUGH, SPEAK OR CRY

Call the rescue squad and until help comes:

- ☐ For and **Infant who is conscious**
  1. Place the infant face down on your arm, supported by your thigh, and tilt the head toward the floor.
  2. Give four back blows between the shoulder blades with the heel of your hand.

  If the object does not come out:
  3. Sandwich the infant between your forearms and hands, and turn the infant on its back. Place your arm on your thigh for support, tilting the infant's head towards the floor.
  4. Place two fingers on the infant's chest one finger's width below an imaginary line running between the infant's nipples. If you feel the notch at the end of the ribs you are too low and should move your fingers up slightly. DO NOT PUSH ON THE LOWER STOMACH OF AN INFANT.
  5. Press four times on infant's chest.
  6. Repeat if necessary.
- ☐ For a **young child who is conscious**
  1. Lay the child on the floor on its back. Kneel at the child's feet.
  2. Place the heel of your hand on the child's stomach, just above the navel and well below the rib cage. DO NOT PRESS YOUR FINGERS ON THE CHILD'S RIBS.
  3. Press rapidly in and up 6 to 10 times.
  4. Repeat if necessary.
- ☐ for an **infant or young child who becomes unconscious**
  1. Open the mouth and look for the object. **If you can see it,** remove it by doing a finger sweep with your little finger.
  2. Give two slow breaths to the infant or young child.
  3. Repeat the steps given above for a conscious infant or young child if necessary.

THE INFANT OR CHILD NEEDS TO SEE A DOCTOR EVEN WHEN BREATHING RETURNS.

Everyone should learn how to do these steps to stop choking. Call your local American Red Cross chapter for more information and for first aid training.
DO NOT PRACTICE ON PEOPLE.

Objective 2: What are recommended portion sizes?

Child care food program guidelines. Infant guidelines.

The child care food program meal pattern chart explains most of food portion sizes by standard measurements. Use your measuring cups and tablespoons to measure food portions until you can visually see that portion size correctly.

The most difficult measurement for most child care providers seems to be the meat or meat alternate portion size. Meat alternates are foods that are served very similarly to meats and have nutritional values similar to meats.

It is difficult to estimate meat serving sizes because they are given in weight rather than volume. Using a scale to weigh meat is the most accurate. However, you can estimate meat portions by comparing them to items you are familiar with. A three ounce serving of meat is about the size of a deck of cards or the palm of your hand.

Remember that meat shrinks after cooking and you must use the cooked portion sizes for the serving. For example, four ounces of raw meat will lose moisture and fat during the cooking process, so that portion will count as a three ounces of cooked meat.

Examples of 1 ounce servings:

1 meatball (1 inch diameter)
1 slice meat, chicken, turkey
1 cube of stew meat (1 inch square)
1 cube of cheese*
1 slice of cheese*
1 medium egg
2 tablespoons ground meat
2 tablespoons peanut butter
1/4 cup cooked beans or peas
1/4 cup cottage cheese
1 frankfurter

*must be natural or pasteurized processed. If the cheese is a cheese food, cheese spread or alternate cheese/imitation cheese they account for ½ the required portion, regardless of how much is served.

See **"Cheese Definitions"** on page 43

Examples of 3 ounce servings: (cooked weight, lean edible portion only)

1 chicken breast
2 chicken legs **or** thigh with back
1 medium pork chop, 3/4 inch thick
1 lean ground beef patty, made up four per pound
A piece of meat (without bone) or fish the size and thickness of the palm your hand

Activity: The best way to visualize serving sizes is to use your measuring cups and measure common items. Measure ½ cup servings of milk, juice, noodles, vegetables, fruits and visually picture the serving size. Another idea is to purchase a one pound package of ground meat and separate into four equal pieces to visualize 1/4 pound of ground meat. Remember that meat shrinks after cooking.

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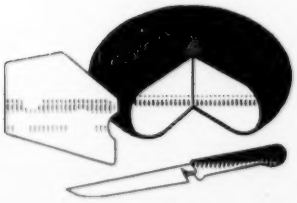
Cheese Definitions



Cheese is a meat alternate in the child care food program. If it is natural or pasteurized processed, it can be credited on an ounce for ounce basis. There are five main types of cheese:

(1) Natural cheeses are made from milk and are cured by different methods. The curing time and method determine the variety of cheese. There are nine varieties or types of natural cheese: Cheddar, Swiss, Dutch, Provolone, Blue-veined, Parmesan, Fresh uncured, surface ripened and Whey.

(2) Pasteurized processed cheese is made by combining one or more varieties of cheese. Pasteurizing stops the aging process. Cheese received through the USDA Donated Foods Program is pasteurized processed cheese.

(3) Cheese food is prepared by mixing together one or more varieties of cheese with one or more liquid dairy products such as cream, milk, skim milk, or cheese whey. Cheese food differs in nutritional value. A serving of cheese food similar in size to natural cheese is lower in calories, protein and calcium. Because of the lower nutritional value, it is necessary to use twice as much cheese food as pasteurized process or natural cheese.

(4) Cheese spread is similar to cheese food and usually found in a consistency for spreading.

(5) Alternate cheese or imitation cheese is made to look and taste like real cheese. Terms to identify alternate cheese are imitation, low calorie, no cholesterol, or made with vegetable oil. They may be credited toward the meal pattern only if combined with equal amounts of natural or processed cheese and used in a cooked item. The alternate or imitation cheese used must be a USDA-approved product.

**cream cheese can not be used for the meat/meat alternate.

**Powdered cheese in boxed macaroni is not credited toward any of the food components. The macaroni, if enriched, can be credited as a bread alternate.

Crediting Foods

One goal of the Child and Adult Care Food Program (CACFP) is to improve the health and nutrition of children in the Program. The Program also promotes good eating habits and nutrition education. The *Food Buying Guide* (FBG) *for Child Nutrition Programs* is the main resource used to determine the contribution foods make toward the meal requirements. The same rules apply for foods prepared on-site or purchased commercially.

Creditable foods are those foods that may be counted toward meeting the requirements for a reimbursable meal. The following factors are considered when determining whether a food is creditable:

- nutrient content
- function in a meal
- regulations governing the Child Nutrition Programs (on quantity requirements and/or by definition)
- FDA Standards of Identity
- USDA standards for meat and meat products
- administrative policy decisions on the crediting of particular foods.

Noncreditable or **other** foods are not creditable toward the meal pattern. Noncreditable foods do not meet the requirements for any component in the meal pattern. However, Noncreditable foods may contribute additional protein, vitamins and minerals. They can be used to supplement the required meal components, to improve acceptability and satisfy appetites.

USDA reimburses family day care home sponsors participating in the CACFP for the **meals served, not for individual foods.** A meal is reimbursable if it contains foods in amounts required by the meal pattern for the specific age group. Meals that contain foods in addition to all components specified in the meal pattern are also reimbursable.

All serving sizes specified in the following charts on crediting foods are for children three through five years of age.

The following food list includes only those foods about which crediting inquiries are often made or foods that are often credited incorrectly. Use of product brand names does not constitute USDA approval or endorsement. Product brand names are used solely for clarification. If you have a question regarding the crediting of a particular food item not listed here, contact your state agency or sponsor for information.

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Child and Adult Care Food Program Meal Pattern for Children			
	Children 1 & 2 years	**Children 3 - 5 years**	**Children 6- 12 years**
Breakfast			
Milk, fluid	½ cup	¾ cup	1 cup
Juice, fruit or **vegetable**	¼ cup	½ cup	½ cup
Bread or **cereal;**			
Bread; enriched or whole grain	½ slice	½ slice	1 slice
Cereal; cold, dry or	¼ cup[1]	⅓ cup[2]	¾ cup[3]
hot, cooked	¼ cup	¼ cup	½ cup
Supplement (select 2 to 4 components)			
Milk, fluid	½ cup	½ cup	1 cup
Meat/Meat alternate	½ ounce	½ ounce	1 ounce
Juice, fruit or **vegetable**	½ cup	½ cup	¾ cup
Bread or cereal,			
Bread; enriched or whole grain	½ slice	½ slice	1 slice
Cereal; cold dry or	¼ cup[1]	⅓ cup[2]	¾ cup[3]
hot cooked	¼ cup	¼ cup	½ cup
Lunch/Supper			
Milk, fluid	½ cup	¾ cup	1 cup
Meat/Meat alternate			
meat, poultry or fish, cooked (lean meat without bone)	1 ounce	1-½ ounces	2 ounces
Cheese	1 ounce	1-½ ounces	2 ounces
Egg	1	1	1
Cooked dry beans/peas	¼ cup	⅜ cup	½ cup
Peanut butter or other nut seed butters	2 tablespoons	3 tablespoons	4 tablespoons
Nuts and/or seeds	½ ounce[5]=50%	¼ ounce[5]=50%	1 ounce[5]=50%
Vegetable and/or **fruit** (2 or more)	¼ cup total	½ cup total	¾ cup total
Bread/Bread alternate enriched or whole grain	½ slice	½ slice	1 slice

1 ¼ cup (volume) or ⅛ ounce (weight), whichever is less.

2 ⅛ cup (volume) or ½ ounce (weight), whichever is less.

3 ¾ cup (volume) or 1 ounce (weight), whichever is less.

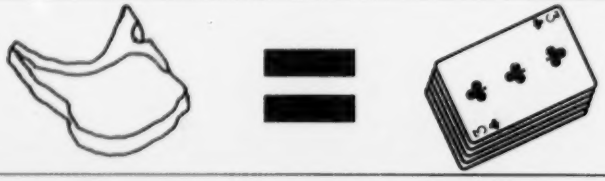
4 Yogurt may be used as a meat/meat alternate in the snack only. You may serve 4 ounces (weight) or ½ cup (volume) of plain, or sweetened and flavored yogurt to fulfill the equivalent of 1 ounce of the meat/meat alternate component. For younger children, 2 ounces (weight or ¼ cup (volume) may fulfill the equivalent of ½ ounce of the meat/meat alternate requirement.

5 This portion can meet only one-half of the total serving of the meat/meat alternate requirement for lunch or supper. Nuts or seeds must be combined with another meat/meat alternate to fulfill the requirement. For determining combinations, 1 ounce of nuts or seeds is equal to one ounce of cooked lean, meat, poultry, or fish.

SEVEN WAYS TO SIZE UP YOUR SERVINGS

Measure food portions so you know exactly how much food you're eating.
When a food scale or measuring cups aren't handy, you can still estimate your portion. Remember:

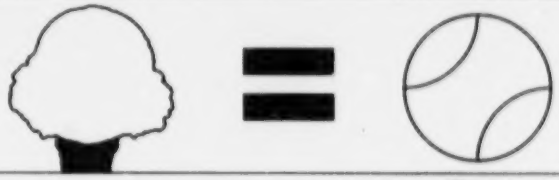
1 3 ounces of meat is about the size and thickness of a deck of playing cards or an audiotape cassette.



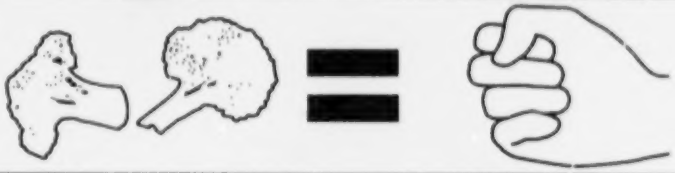
2 A medium apple or peach is about the size of a tennis ball.

3 1 oz of cheese is about the size of 4 stacked dice.

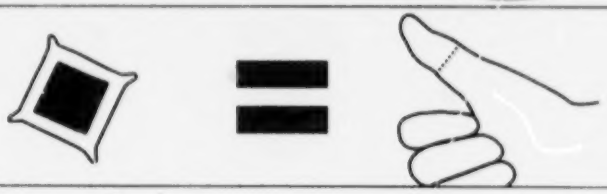
4 ½ cup of ice cream is about the size of a racquetball or tennis ball.



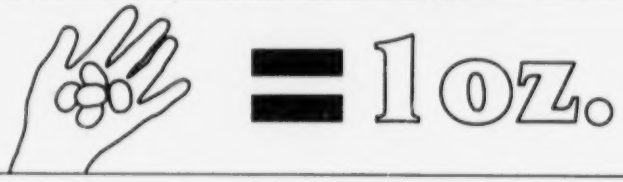
5 1 cup of mashed potatoes or broccoli is about the size of your fist.



6 1 teaspoon of butter or peanut butter is about the size of the tip of your thumb.



7 1 ounce of nuts or small candies equals one handful.



MOST IMPORTANT

Especially if you're cutting calories, remember to keep your diet nutritious.

- 2–4 servings from the Milk Group for calcium
- 2–3 servings from the Meat Group for iron
- 3–5 servings from the Vegetable Group for vitamin A
- 2–4 servings from the Fruit Group for vitamin C
- 6–11 servings from the Grain Group for fiber

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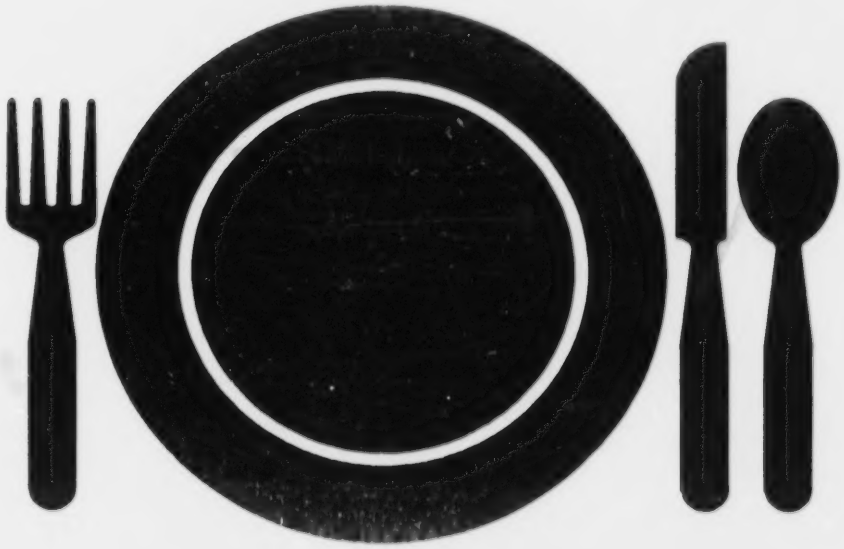
Objective #3: Is mealtime a relaxed, positive family experience?

Family Style Dining - Eating is one of life's greatest pleasures. Family Style Meal Service encourages children to learn to eat at the dinner table as a group with an adult role-modeling appropriate eating behaviors for the children.

Enough food is placed on the dining table to provide minimum required portions of the components for all the children and adults at the table.

The minimum regulatory portion must be offered to the child; however it is not appropriate to bribe children or force them to eat.

Any food placed on the table may not be reused or served as a leftover at a later time.



FAMILY STYLE DINING TIPS

ADVANTAGES

- Children learn to share.
- Time to socialize.
- The development of good eating habits.
- Self-confidence is built with a sense of purpose.

HOW TO DO FAMILY STYLE

- Spend some time with the children before the meal explaining what is going to happen.
- Use small bowls, pitchers, serving spoons.
- Thank the people for preparing the food. Let the children name the foods.
- Pass the food.
- Encourage the children to at least taste the foods.
- Adults eat the same meal with nothing added.
- Choose healthy, low sugar desserts and present the dessert at the table with the other foods.
- Direct children to use utensils, table manners and try new foods without being over-bearing or making an issue of it.

ENCOURAGE NEW FOODS

- Tell the child he/she might enjoy a taste of the unfamiliar food.
- Explain to the child the food is needed for growth.
- Again, use small serving spoons - children love to ask for seconds.
- Make meal time a pleasant time of the day by complimenting the children.
- It is not necessary for them to eat everything on their plates.

POINTS TO REMEMBER

- Children should be allowed a quiet time before the meal, and should wash hands and face thoroughly before sitting down to eat.
- If food spills, the "spiller" should have the opportunity to clean it up. Small size sponges and buckets should be available. An adult can help if the child asks for it or seems to need help after he/she has begun to clean it up.
- Although family-style dining may seem difficult at first, the child can develop health habits and positive self-esteem from this learning experience.
- The staff should study and discuss good planning and group management techniques.

Remember, the Division of Responsibility —Care givers are responsible for what is presented to eat and the manner in which it is presented. Children are responsible for how much and even whether they eat.

SOME IMPORTANT THINGS TO REMEMBER AT MEALTIME

The child care provider has an important influence on the attitudes that children develop toward food: what they like and dislike; their willingness to try new foods; whether or not meals are relaxed, enjoyable times for them. Many things adults do, such as introducing a variety of foods, serving food attractively, and involving children in food preparation, have a lasting effect on children and their eating habits.

- Keep mealtime atmosphere light and pleasant.
- Encourage the children to talk at the table. Keep the conversation interesting - ask children questions about things that are important to them.
- Don't force children to eat or clean their plates. Children who are healthy and hungry are usually able to decide how much food they need. Some weeks or months their appetites slack off; other times they are continually hungry. Let the child decide how much he wants to eat.
- Most children dislike some foods. If you don't make an issue out of making them eat a food they don't like, they often outgrow it. It is reasonable to have the understanding that everybody at least tastes all foods served.

- Try not to show your own dislikes for foods. This has a tremendous influence on what children learn to dislike.

- Ask that the child stay at the table for a reasonable amount of time (15-20 minutes).

- When introducing new foods:

  Introduce only one new food at a time. It sometimes helps to serve it with an old favorite so the child makes positive associations of new foods with familiar well-liked ones.

  Introduce the new food at the beginning of the meal when the child is the most hungry.

  If the child doesn't like the new food, don't make a big deal of it. Serve the food again another time, perhaps prepared in a different way.

- If you care for children from a specific cultural background, use some foods that are particular to their culture for snacks and meals. This helps a child feel that his heritage is valued and respected.

- Respect parents' wishes about religious restrictions regarding food.

- Involve children in the preparation and serving of food. If children have had a hand in washing, cutting, peeling and cooking foods, their interest is increased and they are more likely to eat it.

- Serve small portions of food. If children see large amounts of food on their plates, they may be overwhelmed and not as likely to eat. Begin with small portions, then let children ask for second helpings. Note: the minimum required portion size of every meal component must be placed on a child's plate, if unitized or pre-plated meal service is used.

- Separate servings of food- vegetables, meats, salads. Children tend to dislike mixtures such as casseroles where everything is mixed together.

- Provide contrasts in color, texture (creamy, soft, crunchy) and temperature.

- Serve foods with delicate flavors, rather than spicy ones.

- Praise children for eating and trying new foods instead of commenting on not eating.

- Set an example for what you feel are important table manners (asking that a dish be passed instead of reaching, talking after food has been swallowed, asking to be excused from the table). Don't stress manners to the point that mealtime is associated with anxiety and unpleasantness.

- The way food looks definitely affects our attitude about it. A good cook takes a little extra time to plan for color and texture contrasts and to add extras, such as a sprig of parsley, a carrot curl, a cucumber slice or a wedge of orange.

- Try to make your table look appealing. Placemats or a centerpiece made by the children add a special touch.

- Encourage children to serve themselves and pour their own milk. They may need guidance and help at first, and do expect some spills. Children learn important skills by doing, not by being waited on.

- Food is to provide nourishment to our bodies for growth and energy. Do not use food as a bribe or a reward ("if you do this you can have dessert") since this gives the wrong meaning to food.

- Teach children the names of foods. As you eat, you might talk about what foods are called, their colors, how they taste, and what shape they are.

TIPS

- ✡ Adults are responsible for what and how food is presented to children to eat.
- ✡ Children are responsible to determine how much they will eat or even whether they eat.
- ✡ Acknowledge eating behavior that you like.
- ✡ Ignore inappropriate eating behavior.
- ✡ Use the checklist "Some Important Things to Remember at Mealtime" to evaluate and improve mealtime at your facility.

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Objective #4: Dietary Guidelines

Currently, scientists and health professionals agree that balance, variety and moderation in food choices are the best dietary guidance. The 1995 USDA Dietary Guidelines stress a diet consisting of a wide variety of foods. Food eaten should include grains, vegetables, fruits, milk products, meat and meat alternates. The Guidelines suggest foods be chosen that are low in fat, saturated fat, and cholesterol. Use a combination of foods, don't rely solely on low fat foods, but offer a variety.

While we know a lot about vitamin and mineral needs for children, we do not have enough scientific information about the exact growth and development needs of children regarding fat. The 1995 USDA Dietary Guidelines suggest that by the time the child enters school, the food eaten should provide no more than 30% of energy from fat.

In order to provide the children in your care with nutritious meals that follow these guidelines, your day care home should strive to:

Offer a variety of foods

Serve meals that help maintain a healthy body and weight

Serve plenty of grain products, vegetables, and fruits

Offer meals low in fat, saturated fat, and cholesterol

Offer foods moderate in sugars

Offer foods moderate in salt and sodium

Promote an alcohol and drug free lifestyle

Recommended Dietary Allowances (RDAs) are suggested for children ages 4-6

RDA: Ages 4-6	
Calories	1800
Protein	24 g.
Vitamin A	500 RE
Vitamin C	45 mg.
Iron	10 mg.
Calcium	800 mg.

Nutrition Recommendations	
Fat	About 60 g.
Saturated Fat	About 20 g.
Cholesterol	Less than 300 mgs.
Sodium	Less than 2400 mgs.

It is important to protect children from diets that may be too low in fat.

Objective 5: What are general guidelines for sugar, salt and fat?

Strategies for lowering sugar, salt and fat in the diets of children are of great interest to many parents, nutritionists, and child care workers.

Foods high in sugar, salt, and fat are often highly processed. Many times highly processed foods replace foods that are more important sources of nutrients.

There are many ways to lower sugar, salt and fat in the diets of children that will not compromise their nutritional needs.

General Guidelines

To avoid too much sugar:

*Use less of all sugars and foods high in sugars, like prepared baked goods, candies, sweet desserts, soft drinks, and fruit-flavored punches and ades.

*Select fresh fruits, unsweetened frozen fruits, or canned fruits packed in water, juice, or light syrup.

*Cut back on the amount of sugars used in recipes.

Questions about sugar:

1. What are some examples of "sugars"?

   Read food labels. Ingredients are listed on the label in order by weight--from greatest to least. If a food is high in sugar it's ingredient list may show a sugar as it's first or second ingredient. Also, if the food has several sugars listed on the ingredient list it is likely to be high in sugars.

   Look for:

table sugar (sucrose)	honey
syrup	brown sugar
raw sugar	corn sweetener
glucose (dextrose)	high-fructose corn syrup
molasses	maltose
fructose	lactose
fruit juice concentrate	

2. Which sugars have more nutrients?

Sugars provide calories but insignificant amounts of nutrients.

Fruits, vegetables and milk products contain sugars that occur naturally. The sugars in these foods are within foods that provide vitamins, minerals and fiber.

Processed sugars, such as white sugar, honey, corn sweeteners, molasses, brown sugar, and fructose, provide calories but slight nutrient contribution.

General Guidelines on Sodium

To avoid too much sodium:

*Cook without salt or with only small amounts of added salt. This includes seasoned salts as well as table salt.

*Flavor foods with herbs, spices, or lemon juice. However, remember that children have sensitive taste buds and often reject strong flavored foods. Often they never "miss" the sodium, when it is omitted from recipes.

*Go easy on high-sodium condiments (soy sauce, steak sauce, catsup), pickles, cured or processed meats, most cheeses, and most canned vegetables, and soups.

*Use lower sodium products in place of higher sodium ones --"no salt-added" or "reduced sodium" products, for example. Use natural cheeses which are usually lower in sodium than processed cheeses, spreads and cheese foods.

Questions about sodium:

What are some examples of products with sodium?

Baking powder-leavening agent
Baking soda-leavening agent
Monosodium glutamate-flavor enhancer
Sodium benzoate-preservative
Sodium caseinate-thickener and binder
Sodium citrate-buffer, used to control acidity in soft drinks and fruit drinks
Sodium nitrite-curing agent in meat, provides color, prevents botulism (a food poisoning)
Sodium propionate-mold inhibitor
Sodium saccharin-artificial sweetener

Read labels. Note the position of sodium on the ingredient list.

How can I tell if a product is high in sodium?

FDA (Food and Drug Administration) definitions of sodium labeling:

*sodium-free-less than 5 milligrams per serving
*very low sodium-35 milligrams or less per serving
*low sodium-140 milligrams or less per serving
*reduced sodium-processed to reduce normal sodium level by 75%
*unsalted or no salt added-no salt added during processing (to a food normally processed with salt)

Remember:

- ✔ Most of the sodium in the American diet comes from table salt.
- ✔ Processed foods and salt added at the table are major sources of sodium in the diet.
- ✔ One teaspoon of salt (sodium chloride) contains 2,400 milligrams of sodium.

General Guidelines

To avoid too much fat, saturated fat, and cholesterol:

*Choose lean meat, fish, poultry, and dry beans and peas as protein sources.

*Use lowfat milk and milk products.

*Use egg yolks and organ meats in moderation.

*Use fats and oils, especially those high in saturated fat, such as cream, lard, and butter, in moderation.

*Use foods high in fat, such as deep-fat-fried foods, in moderation.

*Use regular mayonnaise and salad dressings in moderation, or change to low fat varieties.

*Trim fat off meats; remove skin from poultry.

*Broil, bake, boil, steam, or microwave, rather than fry.

Questions about fat, saturated fat, and cholesterol:

Do children need more fat in their diet than adults?

Yes; however, dietary change is recommended due to the increasing proportion of children who are physically inactive, moderately or severely obese, or have blood cholesterol levels that are too high.

A total of 30 percent of calories from fat in the diet is recommended for all children over the age of two years.

Special considerations are made for the child under the age of two. Dietary cholesterol is not limited. Cholesterol is a main component of brain and nerve tissue. For children under the age of two the proportion of fat (35-40 percent of total calories) is higher than for the adult. Whole milk, **not** nonfat or lowfat milk, should be given.

How can I tell if a product is low fat or low cholesterol from the label?

Nutritional labeling is not required on products unless nutrients are added or a nutrition claim is made for the product. The FDA has established the following definitions:

cholesterol-free -2 milligrams or less per serving
low-cholesterol - 20 milligrams or less per serving
reduced-cholesterol -75 percent or greater reduction from original food

For meat and poultry-

extra lean - no more than 5 percent fat by weight
lean, lowfat - no more than 10 percent fat by weight

light (lite), leaner, lower fat - 25 percent or greater reduction in fat from comparable products

Fat Saver Guide

Use this chart for tasty low fat substitutes of everyday foods and ingredients. Many small changes can make a big difference. Making lower fat substitutions just twice a week for a year could result in heathier menus.

Instead of:		Try This:	Fat grams saved per serving	Pounds you would lose in a year
Bread Spreads	1 TBS butter or margarine	1 TBS apple butter	11	1 3/4
	1 TBS butter or margarine	1 TBS all fruit preserves	11	1 ½
	2 TBS regular cream cheese	2 TBS nonfat cream cheese	10	2
	1 TBS butter or margarine	1 TBS reduced calorie margarine	5	1 ½
	1 TBS regular peanut butter	1 TBS reduced fat peanut butter	2	0
Sauces and Condiments	2 TBS regular salad dressing	2 TBS nonfat salad dressing	14	3 ½
	1 TBS mayonnaise	1 TBS nonfat mayonnaise	12	2 ½
	1 TBS mayonnaise	1 TBS mustard or ketchup or relish	11	2 ½
	1 TBS butter or margarine	1 TBS salsa	11	2 3/4
	2 TBS cream sauce	2 TBS lowfat cream of mushroom soup	4	1 ½
Dairy Products	½ cup whole ricotta cheese	½ cup nonfat ricotta cheese	16	4
	2 TBS heavy cream	2 TBS evaporated skim milk	10	2 1/4
	2 TBS regular cream cheese	2 TBS nonfat cream cheese	10	2
	2 TBS regular grated cheese	2 TBS nonfat grated cheese	10	1 3/4
	1 cup whole milk	1 cup skim milk	8	1 3/4
	1 cup whole yogurt	1 cup non fat yogurt	7	½
	2 TBS sour cream	2 TBS nonfat sour cream	5	1 1/4
	½ cup whole cottage cheese	½ cup nonfat cottage cheese	4	1
Snacks	1 oz roasted peanuts	1/4 cut raisins	14	1 3/4
	1 oz roasted peanuts	1 oz nonfat pretzels	14	1 3/4
	1 serving (6 cups) oil-popped popcorn	1 serving (6 cups) hot air popcorn	12	1 ½
	1 oz regular potato chips	1 oz baked potato chips	9	1 ½
	1 oz regular potato chips	1 oz rice cakes	9	3 ½
	1 oz regular tortilla chips	1 oz baked tortilla chips	6	1 3/4
	1 oz regular crackers	1 oz nonfat crackers	5	1 1/4
	2 TBS nacho cheese dip	2 TBS nonfat bean dip	4	1
Dessert	½ cup ice cream	½ cup nonfat frozen yogurt	16	4
	1 ice cream bar	1 frozen fruit, sorbet or nonfat yogurt bar	15	4 3/4
	1 regular chocolate brownie	1 fat-free chocolate brownie	6	1 1/4
	1 serving regular pudding	1 serving fat-free pudding	5	3

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Understanding Nutrition Labels

Nutrition Facts

Serving Size ½ cup (114 g)
Servings Per Container 4

Amount Per Serving	
Calories 90	Calories from Fat 30
	% Daily Value
Total Fat 3g	5%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 300mg	13%
Total Carbohydrate 13g	4%
Dietary Fiber 3g	12%
Sugars 3g	
Protein 3g	

Vitamin A	80%	Vitamin C	80%
Calcium	4%	Iron	4%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

		Calories	2,000	2,500
Total Fat	Less than	65g	80g	
Sat Fat	Less than	20g	25g	
Cholesterol	Less than	300mg	300mg	
Sodium	Less than	2,400mg	2,400mg	
Total Carbohydrate		300g	375g	
Fiber		25g		30g

Calories per gram:
Fat 9 ◆ Carbohydrate 4 ◆ Protein 4

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Overview of Food Labeling

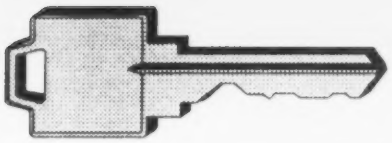
The U.S. Department of Agriculture's (USDA) Food Safety and Inspection Service (FSIS) and the U.S. Department of Health and Human Services' (DHHS) Food and Drug Administration (FDA) are responsible for assuring that food labels contain truthful and accurate information. The FSIS has authority over all products containing more than 3 percent fresh meat or at least 2 percent cooked poultry. The FDA oversees the labeling of most other food products.

According to law, every food label must include:

- the common name of the product
- the name and address of the manufacturer, packer or distributor
- the net contents in terms of weight, measure or count
- the ingredients, in order of predominance by weight from greatest to least
- nutrition information
- serving size

Nutrition Labeling and Education Act

Under the Nutrition Labeling and Education Act (NLEA) of 1990, the format and content of food labels were improved to provide more complete, useful and accurate nutrition information.



Key Requirements in Food Labeling Under the Nutrition Labeling and Education Act

The Nutrition Labeling and Education Act requires:

- **Nutrition labeling for almost all foods.**
- **Information on the amount per serving of saturated fat, cholesterol, dietary fiber and other nutrients that are of major health concern.**
- **Nutrient reference values (percent of daily values) to show how food fits into an overall daily meal plan.**
- **Standardized serving sizes for products which make nutritional comparisons of similar products easier.**
- **Nutrition information for non-labeled products near their point-of-purchase.** Twenty of the most popular types of raw seafood and fruits and vegetables may have nutrition information provided near their display in grocery stores. Nutrition information may also be available for the most popular cuts of meat and poultry.
- **Declaration of the total percentage of juice in juice drinks.**
- **Uniform definitions for terms that describe a food's nutrient content.** Terms such as "low-fat", "high fiber", "free", "low", "light" and others are defined. A chart providing definitions of nutrient content descriptors is on the following page.

In addition, the NLEA allows:

Specific health claims about the relationship between nutrients and diseases such as:

- ♥ calcium and osteoporosis
- ♥ fat and cancer
- ♥ sodium and hypertension
- ♥ saturated fat and cholesterol and coronary heart disease
- ♥ fiber-containing grain products, fruits and vegetables and cancer
- ♥ fruits, vegetables and grain products containing fiber, and coronary heart disease

NUTRIENT DESCRIPTORS AND THEIR DEFINITIONS

Description	Definition
Free	The reference amount used on the food label contains none or a very small amount; less than 5 calories and less than 5 mg sodium; less than 0.5 g total fat and saturated fat; less than 2 mg cholesterol or 0.5 g sugar.
Low	The reference amount contains no more than 40 calories; 140 mg sodium; 3 g fat.
Lean	The reference amount of meat, poultry, seafood, and game meats contains less than 10 g fat, 4.5 g saturated fat 95 mg cholesterol
Extra Lean	The reference amount contains less than 5 g fat, 2 g saturated fat, and 95 mg cholesterol
High	The reference amount contains 20% or more of the Daily Value for a particular nutrient.
Good Source	The reference amount contains 10-19% of the Daily Value for a particular nutrient.
Reduced	The reference amount of a nutritionally altered product contains 25% less of a nutrient or 25% fewer calories than a reference food. "Reduced" cannot be used if the reference food already meets the requirement for a "low" claim.
Less	The food contains 25% less of a nutrient or 25% fewer calories than a reference food.
Light	(1) An altered food contains 1/3 fewer calories or contains 50% of the fat in a reference food; if 50% or more of the calories come from fat, the reduction must be 50% of the fat; or (2) The sodium content of a low-calorie, low-fat food has been reduced by 50%; or (3) The term describes such properties as texture and color, as long as the label explains the intent (for example, "light brown sugar" or "light and fluffy").
More	A serving contains at least 10% more of the Daily Value of a nutrient than a comparison food.
% Fat Free	A product must be low-fat or fat-free, and the percentage must accurately reflect the amount of fat in 100 g of a food. Thus, 2.5 g of fat in 50 g of food results in a "95% fat-free" claim.
Healthy	A food is low in fat and saturated fat, and a serving contains no more than 480 mg sodium and no more than 60 mg of cholesterol.
Fresh	(1) A food is raw, has never been frozen or heated, and contains no preservatives; or (2) The term accurately describes the product (for example, "fresh milk," or "freshly baked bread").
Fresh Frozen	The food has been quickly frozen while still fresh; blanching is allowed before freezing to prevent nutrient breakdown.

The Food and Drug Administration will not allow the use of the above nutrient claims on infant and toddler foods. The terms "unsweetened" and "unsalted" are allowed on infant and toddler foods because they relate to taste and not nutrient content.

The Nutrition Panel

The **nutrition panel** provides information on the nutrient content of a food. This panel is headed by the title, "Nutrition Facts." See the sample of a nutrition panel on the next page.

Under the Nutrition Labeling and Education Act (NLEA), nutrition information must be listed for:

- total calories
- calories from fat
- total fat
- saturated fat
- cholesterol
- sodium
- total carbohydrate
- dietary fiber
- sugars
- protein
- vitamin A
- vitamin C
- calcium
- iron

The new food label at a glance

The new food label will carry an up-to-date, easier-to-use nutrition information guide, to be required on almost all packaged foods (compared to about 60 percent of products up till now). The guide will serve as a key to help in planning a healthy diet.*

New title signals that the label contains the newly required information.

Serving sizes are now more consistent across product lines, stated in both household and metric measures, and reflect the amounts people actually eat.

Calories from fat are now shown on the label to help consumers meet dietary guidelines that recommend people get no more than 30 percent of their calories from fat.

% Daily Value shows how a food fits into the overall daily diet.

The **list of nutrients** covers those most important to the health of today's consumers, most of whom need to worry about getting too much of certain items (fat, for example), rather than too few vitamins or minerals, as in the past.

Nutrition Facts

Serving Size ½ cup (114 g)
Servings Per Container 4

Amount Per Serving	
Calories 90	Calories from Fat 30
	% Daily Value
Total Fat 3g	**5%**
Saturated Fat 0g	**0%**
Cholesterol 0mg	**0%**
Sodium 300mg	**13%**
Total Carbohydrate 13g	**4%**
Dietary Fiber 3g	**12%**
Sugars 3g	
Protein 3g	

Vitamin A	80%	Vitamin C	60%
Calcium	4%	Iron	4%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g

Calories per gram:
Fat 9 ◆ Carbohydrate 4 ◆ Protein 4

* This label is only a sample. Exact specifications are in the final rules.
Source : Food and Drug Administration 1993

Daily Values are also something new. Some are maximums, as with fat (654 grams or less); others are minimums, as with carbohydrate (300 grams or more). The daily values for a 2,000 and 2,500 calorie diet must be listed on the label of larger packages. Individuals should adjust the values to fit their own calorie intake.

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Daily Values

The Daily Values are the recommended daily intake of a nutrient. Some of the Daily Values are based on calorie intake. The % Daily Value is the percent of the recommended amount of a nutrient that is provided by one serving of this food. The % Daily Values on the Nutrition Facts panel are based on the values listed for a 2000 calorie intake. In the label shown on the previous page, the Iron in one serving of this food provides 4% of the Daily Value for iron in a 2000 calorie diet.

Child Nutrition (CN) Labels

The USDA offers food companies who manufacture meat and poultry products or fruit juices a program called the Child Nutrition (CN) Labeling Program. CN labels list information toward the meal pattern requirements of the Child Nutrition Program. Products that can be CN labeled include meat/meat alternate products or fruit juices that contribute to the meal pattern.

CN labeled products are usually packaged in bulk quantities. These foods are commonly purchased by schools and institutions that serve meals to large groups of people. CN labeled products are not typically found in neighborhood grocery stores.

The CN label is a food product label that contains a CN label statement and CN logo.

The CN **logo** is a distinct border around the edges of the CN label statement.

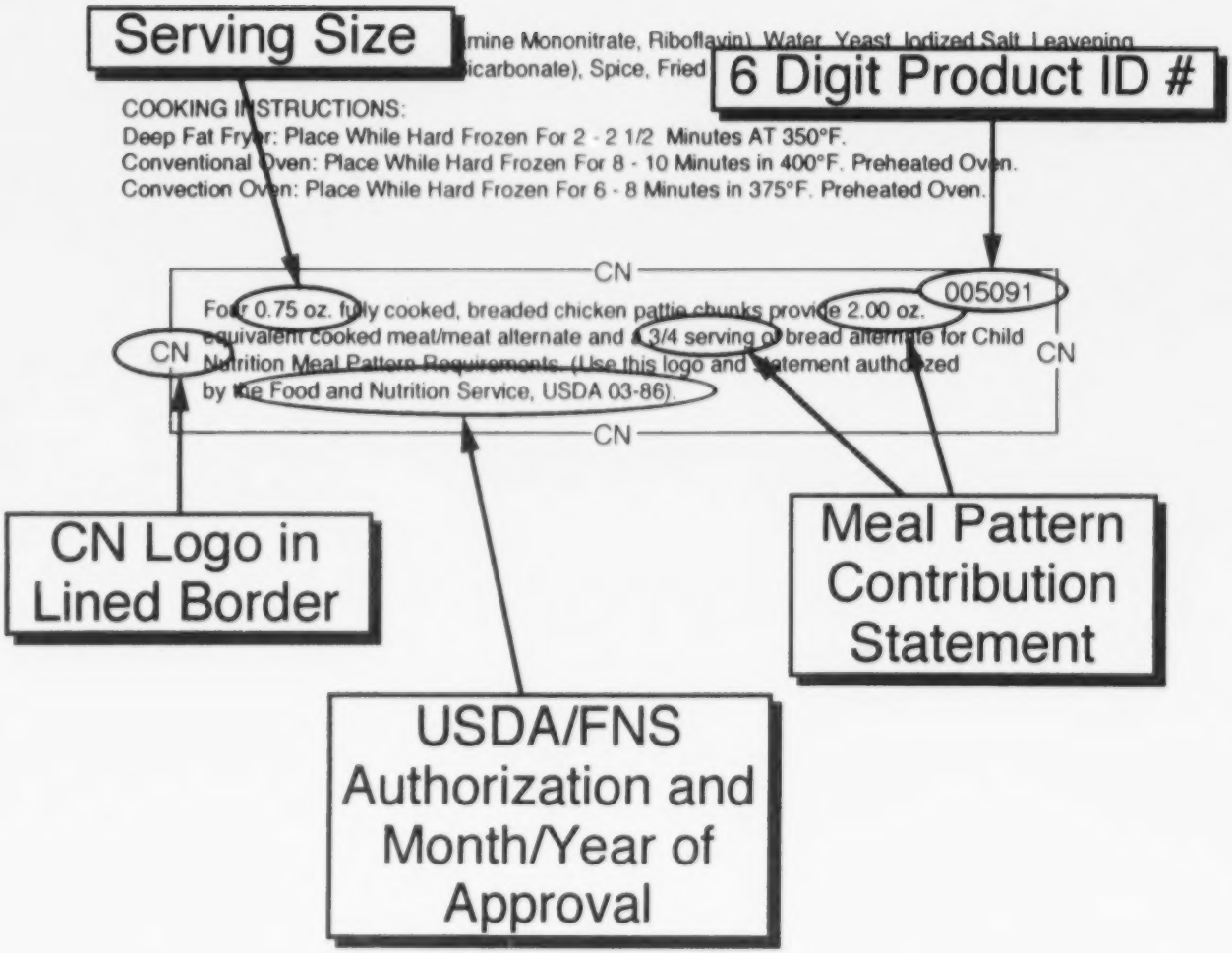
CN

0000000

CN This 1.95 oz. Fully Cooked Beef Patty provides 1.5 oz. equivalent meat/meat alternate for the Child Nutrition Meal Pattern Requirements. (Use of this logo and statement authorized by the Food and Nutrition Service, USDA 05-84.) CN

CN

The CN Label Tells You


Serving Size
6 Digit Product ID #
mine Mononitrate, Riboflavin), Water, Yeast, Iodized Salt, Leavening
icarbonate), Spice, Fried
COOKING INSTRUCTIONS:
Deep Fat Fryer: Place While Hard Frozen For 2 - 2 1/2 Minutes AT 350°F.
Conventional Oven: Place While Hard Frozen For 8 - 10 Minutes in 400°F. Preheated Oven.
Convection Oven: Place While Hard Frozen For 6 - 8 Minutes in 375°F. Preheated Oven.
CN
005091
Four 0.75 oz. fully cooked, breaded chicken pattie chunks provide 2.00 oz.
equivalent cooked meat/meat alternate and a 3/4 serving of bread alternate for Child
Nutrition Meal Pattern Requirements. (Use this logo and statement authorized
by the Food and Nutrition Service, USDA 03-86).
CN
CN
CN Logo in Lined Border
Meal Pattern Contribution Statement
USDA/FNS Authorization and Month/Year of Approval

#B-18 "CN Label Information"

Guidelines for Reading Nutrition Labels For Use in the Child Nutrition Program

Regulations for Fruit and Vegetable Juice

- ★ The exact percentage of juice in juice drinks and beverages must be shown on the label.
- ★ The product must contain a minimum of 50% full-strength juice to be used in meeting a part of the vegetable/fruit requirement.
- ★ Water can be the first ingredient, but only if followed by juice concentrate.
- ★ Nectars are **not** an allowable fruit or vegetable juice.
- ★ **No** fruit drinks or beverages may be used as a fruit or vegetable juice.
- ★ Fruit juice labels should be read carefully. **Look for 100% fruit juice**.

Regulations for Bread/Bread Alternates

- Each breakfast, lunch or supper must contain a bread/bread alternate. A bread/bread alternate may be served as one of the two components of a snack.

- To qualify for reimbursement, the item must contain whole grain and/or enriched flour as the primary or predominant ingredient(s) by weight as specified on the label or according to the recipe. Bread and bread alternates include:
  - Bread
  - Biscuit, roll, muffin, etc.
  - Cereal grains- rice, corn, grits, bulgur
  - Macaroni or pasta products

- Bread or bread alternates must be provided in quantities specified in the regulations and in minimum serving sizes as specified by USDA.

- Bread/bread alternates must serve the customary function of bread in a meal; for lunch or supper, it must be served as an accompaniment to or a recognizable integral part of the main dish, (not merely as an ingredient).

- Whole grain, enriched or fortified breakfast cereal, cold, dry or cooked, may be served at breakfast or at snack only.

- Coffee cake, doughnuts, sweet rolls or toaster pastries/tarts (such as Pop Tarts) made with whole grain or enriched meal or flour may be served at breakfast or snack only.

- Rice used in rice pudding or bread used in bread pudding may be served for snack only.

- Cookies, granola bars, cream puffs, fruit pie crust/cobblers/crisps, dessert or popovers may be served for snacks only when whole grain or enriched meal or flour is the first ingredient by weight as specified on the label or according to the recipe.

- Coffee cake, doughnuts, cinnamon/sweet rolls, toaster pastries/tarts, dessert (fruit), pie crust, cobblers, crisps, dessert popovers, danish pastries, rice cereal bars, and cookies can be served no more than two times a week. High fat snack crackers should not be served more than two times per week.

LABEL LINGO

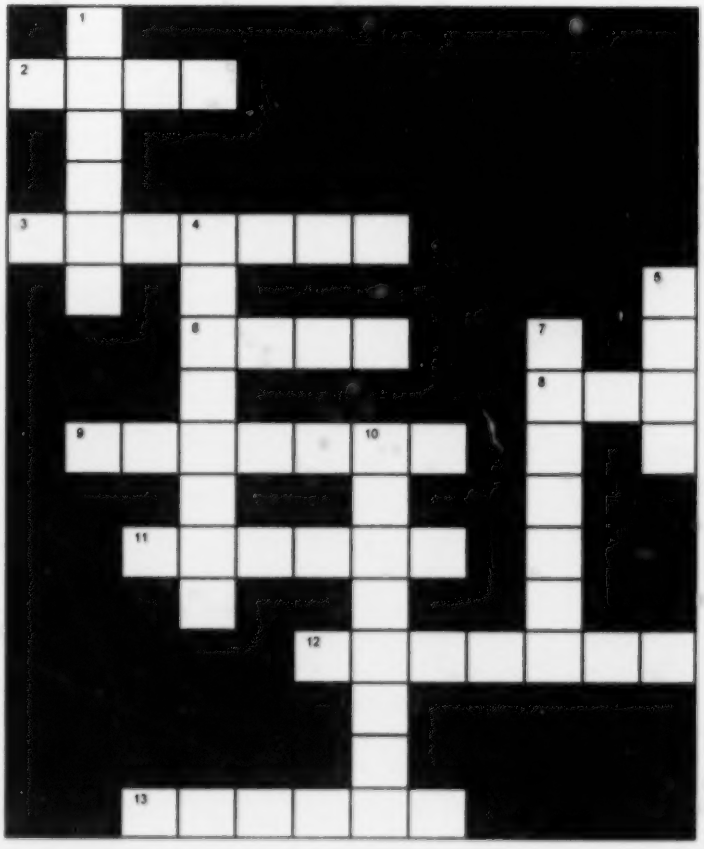
CLUES

Across

2. The Daily Value for cholesterol is the _____ for all calorie levels.
3. _____ Daily Values tell you how a certain food fits into a 2,000 calorie diet.
6. Strict _____ tell food companies what is allowed on the nutrition label.
8. _____ foods can be part of a healthful diet.
9. Similar foods have similar sizes.
11. Only seven types of ____ Claims are allowed on nutrition labels.
12. The Daily Value for carbohydrate is the recommended _____.
13. Food additives must pass food _____ tests.

Down

1. Daily _____ are set by the government and are based on nutrition recommendations.
4. The Daily Value for fat is based on the number of daily _____.
5. _____ meats are an excellent source of protein and can be low in fat.
7. The Daily Values for fat and cholesterol are the recommended _____.
10. "Light" and "fat free" are examples of _____ content claims.



Word List

all	calories	deli
health	laws	maximum
minimum	nutrient	percent
safety	same	serving
values		

Nutrition Labeling Test

Fill in the Blank: Read the hot dog ("frank") label and answer the following questions.

1. How many hot dogs equal one serving?

2. How many calories are in two hot dogs?

3. One serving of hot dogs provides what percent of recommended fat intake for a person eating a 2,000 calorie diet?

4. List the ingredient in the hot dog that is present in the largest amount by weight.

5. What foods would complement the nutrient value of the hot dog?

Circle the correct answer to the following questions about the new nutrition label.

6. Dietary recommendations for total fat, saturated fat, dietary fiber and protein are:
   a. Based on the number of calories a person eats
   b. The same for all diets
   c. Only important to those people who have health problems

7. Adding the _____ of an individual nutrient for foods eaten in one day is a quick way to see if a person's daily diet is meeting nutrition recommendations for that nutrient.
   a. Grams
   b. Milligrams
   c. % Daily Values

8. The serving sizes of similar food products are based on:
   a. The amount customarily consumed
   b. Food manufacturer recommendations
   c. The size of the package

9. Health claims are:
   a. Allowed on all foods
   b. Based on scientific research
   c. Often untrue

10. Fat content claims can:
    a. Help a person choose foods with less fat
    b. Only be listed on a package if a food meets strict government definitions
    c. Both a and b

11. Which foods can be part of a healthful diet?
    a. Only those foods that have nutrient content and health claims on the package
    b. Only those foods that have less than 30 percent of their calories from fat
    c. All foods

Nutrition Facts
Serving Size: One Frank (45g)
Servings Per Container: 10

Amount Per Serving	
Calories 45	Calories from Fat 15
	% Daily Value
Total Fat 1.5g	**2%**
Saturated Fat 1g	**5%**
Cholesterol 15mg	**5%**
Sodium 430 mg	**18%**
Total Carbohydrate 2g	**1%**
Dietary Fiber 0g	**0%**
Sugars 2g	
Protein 5g	

Vitamin A 0%		Vitamin C 8%	
Calcium 0%		Iron 2%	

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g

Calories per gram:
Fat 9 ◆ Carbohydrate 4 ◆ Protein 4

12. Food Additives:
    a. Often occur naturally in common foods
    b. Must pass safety tests
    c. Both a and b

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Answers to Label Lingo Crossword Puzzle and Nutrition Labeling Test

Label Lingo

Across

2. Same
3. Percent
6. Laws
8. All
9. Serving
11. Health
12. Minimum
13. Safety

Down

1. Values
4. Calories
5. Deli
7. Maximum
10. Nutrient

Nutrition Labeling

1. One
2. 90
3. 2 percent
4. Beef and pork
5. Answers will vary, but could include fruits, vegetables, whole grains and low fat dairy products.
6. A
7. C
8. A
9. B
10. C
11. C
12. C

Exercise # 1

Using workbook handouts, put a check mark (✓) by the following food(s) or beverage(s) that will count as a **BREAKFAST** component. Do not worry about amounts. For each reimbursable food item, designate the component(s) for which it counts.

_____ V-8 Juice Cocktail

_____ Blueberry Muffin (predominant ingredient by weight is enriched flour)

_____ Breakfast Taco (eggs, potatoes, flour tortilla)

_____ Peach Nectar

_____ Doughnuts (predominant ingredient by weight is unbleached flour)

_____ Bacon

_____ Pancake with Strawberry Preserves

_____ Peanut Butter Cookies (predominant ingredient by weight is enriched flour)

_____ Lowfat Fluid Milk

_____ Apple Sauce

_____ Hot Oatmeal with Raisins

_____ Cantaloupe

_____ Sausage Biscuit

_____ Hot Chocolate (fluid milk)

_____ Cranberry Nut Bread (predominant ingredient by weight is enriched flour)

Exercise #2

Using workbook handouts, put a check mark (✓) by the following food(s) or beverage(s) that will count as a reimbursable **LUNCH** OR **SUPPER** component. Do not worry about amounts. For each reimbursable food item, designate the component(s) for which it counts.

_____ Taco (beef, cheese, lettuce, tomato)

_____ Canned Hominy

_____ Sweet Cinnamon Rolls (predominant ingredient by weight is enriched flour)

_____ Split Pea Soup

_____ Canned Beef Ravioli

_____ Rice Pudding

_____ Cornnuts

_____ Soynuts

_____ Orange Juice

_____ Bean/Cheese Nachos

_____ Mixed Vegetables

_____ Trail Mix (enriched, whole grain and fortified cereals)

_____ Cheese Flavored Nacho Chips

_____ Oatmeal Peanut Cookies (Refer to: "Nuts & Sees Supplements", Facts about USDA Commodities Peanuts, Roasted, Shelled and Peanut Granules)

_____ Sesame Seed Butter

_____ Broccoli with Cheese Sauce

_____ Chili Sauce

_____ Frito Pie

_____ Corned Beef Hash

_____ Chicken and Dumplings

_____ Tomato Paste or Sauce

_____ Maple Walnut Bread Pudding (Refer to : "Nuts & Seeds Supplements" Facts about USDA Commodities Walnuts, Shelled)

Exercise # 3

Using workbook handouts, put a check mark (✓) by the following food(s) or beverage(s) that will count as a CACFP reimbursable **SNACK** component. Do not worry about amounts. For each reimbursable food item, designate the component(s) for which it counts.

_____ Macaroni & Cheese

_____ English Muffin

_____ Peanuts

_____ Sherbet

_____ Oatmeal Cookie (predominant ingredient by weight, whole wheat flour)

_____ Chocolate Fluid Milk

_____ Deviled Egg

_____ Rice Pudding

_____ Bagel and Cream Cheese

_____ Reconstituted Nonfat Dry Milk

_____ Ice Cream

_____ Banana Milk Shake

_____ Cream Cheese

_____ Fresh Raw Vegetable Sticks with Yogurt Dip

_____ Coconut

_____ Strawberry Jam

_____ Popcorn

_____ Potato Chips

_____ Peaches/Cottage Cheese

_____ Banana Pudding

_____ Orange Drink

_____ Chocolate Pudding

_____ Lowfat Milk with Raisin Bran (enriched and fortified cereal)

Exercise # 4

Put a check mark (✓) by the following food(s) or beverage(s) items which will count as a reimbursable component for **INFANTS** (age 4 months to 1 year). Do not worry about amounts. For each reimbursable food item, designate the component(s) for which it counts.

_____ Whole Fluid Milk (8 months to 1 year)

_____ Mashed Potatoes

_____ Meat or Chicken Sticks

_____ Refried Beans

_____ Beef Noodle Dinner

_____ Strained Peas

_____ Enriched Cream of Rice

_____ Sesame Seed Paste

_____ Peanut Butter

_____ Apple Juice

_____ Cream Cheese

_____ Mixed Infant Cereal with Banana

_____ High Meat Turkey Dinner with Vegetable

_____ Cheerios

_____ Whole Egg

87

Exercise #1 Answers

√_____ V-8 Juice Cocktail
VEGETABLE JUICE

√_____ Blueberry Muffin
(predominant ingredient by weight is enriched flour).
BREAD ALTERNATE

√_____ Breakfast Taco
(eggs, potatoes, flour tortilla)
VEGETABLE; BREAD ALTERNATE

√_____ Pancake with Strawberry Preserves
BREAD ALTERNATE

√_____ Lowfat Fluid Milk
FLUID MILK

√_____ Apple Sauce
FRUIT

√_____ Hot Oatmeal with Raisins
BREAD ALTERNATE; FRUIT

√_____ Cantaloupe
FRUIT

√_____ Sausage Biscuit
BREAD ALTERNATE

√_____ Hot Chocolate
(fluid milk)

√_____ Cranberry Nut Bread
(Predominant ingredient by weight is enriched flour)
BREAD ALTERNATE

Exercise #2 Answers

√____ Taco (beef, cheese, lettuce, tomato)
BREAD ALTERNATE; MEAT/MEAT ALTERNATE; VEGETABLE

√____ Split Pea Soup
MEAT ALTERNATE OR VEGETABLE

√____ Canned Beef Ravioli
BREAD ALTERNATE

√____ Soynuts
MEAT ALTERNATE

√____ Orange Juice
FRUIT

√____ Bean/Cheese Nachos
MEAT ALTERNATE*

√____ Mixed Vegetables
VEGETABLE

√____ Oatmeal Peanut Cookies
(Refer to: "Nuts & Seeds Supplements", Facts About USDA Commodities Peanuts, Roasted, Shelled and Peanut Granules) **MEAT ALTERNATE**

√____ Sesame Seed Butter
MEAT ALTERNATE

√____ Broccoli with Cheese Sauce
VEGETABLE; MEAT ALTERNATE

√____ Frito Pie
MEAT/MEAT ALTERNATE

√____ Corned Beef Hash
VEGETABLE; MEAT

√____ Chicken and Dumplings
MEAT; BREAD ALTERNATE

√____ Tomato Paste or Sauce
VEGETABLE

√____ Maple Walnut Bread Pudding (Refer to: "Nuts & Seeds Supplements", Facts About USDA Commodities Peanuts, Roasted, Shelled and Peanut Granules) **MEAT ALTERNATE**

✓____ Macaroni & Cheese
BREAD ALTERNATE; MEAT ALTERNATE

✓____ English Muffin
BREAD ALTERNATE

✓____ Peanuts
MEAT ALTERNATE

✓____ Oatmeal Cookie
(predominant ingredient by weight, whole wheat flour)
BREAD ALTERNATE

✓____ Chocolate Fluid Milk
MILK

✓____ Deviled Egg
MEAT ALTERNATE

✓____ Rice Pudding
BREAD ALTERNATE

✓____ Bagel and Cream Cheese
BREAD ALTERNATE

✓____ Banana Milk Shake
MILK; FRUIT

✓____ Fresh Raw Vegetable Sticks with Yogurt Dip
VEGETABLE; MEAT ALTERNATE

✓____ Peaches/Cottage Cheese
FRUIT; MEAT ALTERNATE

✓____ Banana Pudding
FRUIT

✓____ Lowfat Milk with Raisin Bran (enriched and fortified cereal)
MILK; BREAD ALTERNATE

✓____ Whole Fluid Milk
(8 months to 1 year)
FLUID MILK

✓____ Mashed Potatoes
VEGETABLE

✓____ Meat or Chicken Sticks
MEAT; POULTRY

✓____ Refried Beans
VEGETABLE

✓____ Strained Peas
VEGETABLE

✓____ Enriched Cream of Rice
IRON FORTIFIED INFANT CEREAL

✓____ Apple Juice
FULL STRENGTH FRUIT JUICE

Unit 5

"The Art & Science of Meal Planning"

Child care providers have great challenges planning for the nutritional intake of the children in their care. Meal planning is vital to meet the USDA standards and to help assure that a variety of foods are offered.

Tools such as the Food Guide Pyramid, a copy of the *Meal Patterns for Children in the Child Care Food Program,* and planning meals ahead of time will save you time and money.

Understanding the USDA meal pattern will help the planning process.

Objectives: After studying this unit you should be able to:

1. Describe the USDA meal pattern.
2. List what food components are required for breakfast, lunch/supper and snack times.
3. Compare food components with the Food Guide Pyramid.
4. Identify food items that do not count toward meal pattern requirements.
5. List the five steps to developing menus.

What is a meal pattern?

Meal patterns for child care are similar to the Food Guide Pyramid. Child care providers are required to serve meals that follow those patterns.

Meal Pattern For Breakfast

Component	Minimum Portion Size		
	Age 1-3	Age 3-6	Age 6-18
1. Milk, fluid	½ cup	¾ cup	1 cup
2. Juice, fruit or vegetable	¼ cup	½ cup	½ cup
3. Bread/bread alternate or cereal	½ slice	½ slice	1 slice

*All three components are **required** and **must be served** in the portion sizes specified for each age group.

*About once a week, a meat/meat alternate such as cheese, peanut butter, and egg, etc. should be served.

*Jams, jellies, honey, syrup, some sugar-coated cereals and sugar may be served occasionally. Excess use should be avoided.

*Vitamin C foods should be served daily and breakfast is an ideal time to serve them. If you do not serve a vitamin C food at breakfast, it should be served at another meal.

*Whole milk is the recommended beverage, after baby formula, until the child is two years old. If low-fat, chocolate or cultured buttermilk is served, it should be fortified with vitamin A. Milk served has to be fluid -- not reconstituted.

*All bread/bread equivalents must be made from whole grain or enriched flour. All cereal must be whole grain or enriched.

Meal Pattern For Lunch And Dinner

Component	Minimum Portion Size Age 1-3	Age 3-6	Age 6-18
1. Milk, fluid	½ cup	¾ cup	1 cup
2. Meat, fish or poultry,	1 oz.	1 ½ oz.	2 oz.
or cheese	1 oz.	1 ½ oz.	2 oz.
or eggs	1	1	1
or peanut butter	2 T.	3 T.	4 T.
or cooked dry beans or peas	¼ cup	⅜ cup	½ cup
3.& 4. Fruits and/or Vegetables (2 or more)			
or fruits and vegetables to total	¼ cup	½ cup	¾ cup
5. Bread/bread alternate or cereal	½ slice	½ slice	1 slice

*Lunch consists of **five required components** and all five must be served in at least the minimum portion sizes specified for each age group.

*The components may be combined (casseroles, stews) but the minimum requirements of each component must be served. The components of the dish must be stated.

*Any soup not listed as "homemade" is assumed to be canned soup. Tomato or vegetable soup contribute ¼ cup of vegetables in one cup reconstituted soup. Other canned soups do not count toward the meal requirements.

*If homemade soup is listed, specify if meat and vegetable meet menu requirements.

*The milk component **must** be served as a beverage. Whole, skim, low-fat, or chocolate milk or cultured buttermilk, may be served. Commercial Yogurt may count as a meat component at snacks only.

*Lunch is a good time to serve a source of vitamin A. Dark green leafy and deep yellow vegetables such as broccoli, spinach, kale, collards, turnip greens, sweet potatoes, carrots, and squash are very good sources and should be served every other day.

Meal Pattern For AM and PM Supplements (Snacks)

Component	Minimum Portion Size		
	Age 1-3	Age 3-6	Age 6-18
1. Milk, fluid	½ cup	½ cup	1 cup
or			
2. Fruit or juice or vegetable	½ cup	½ cup	¾ cup
3. Bread/bread alternate or cereal	½ slice	½ slice	1 slice
or			
4. Meat or meat alternate	½ oz.	½ oz.	1 oz.

* There are **two required components**. These components must be served in the minimum portion sizes specified for each age group.

* Juice must be **100 percent full strength juice**. Juice drinks are not acceptable. Beverages made from fruit flavored powders and syrups do not meet program requirements.

* Only cookies made according to approved recipes are acceptable. Some commercially prepared cookies are not eligible for reimbursement. Use cookies prepared from recipes using enriched or whole grain flour.

* "Finger foods" such as vegetable sticks and fresh fruit wedges should be served often.

* Milk may not be served at snack if fruit or vegetable juice is the other component.

* Must be a combination of two of the four components. Example-apples served with juice is not acceptable because they are from the same component.

What food items do not count toward meal pattern requirements?

The following foods do not contribute toward the meal requirements of the Child Care Food Program. **These items may be served in addition to the required components but are not considered part of the essential menu.**

Condiments
catsup
pickles*
pickle relish
butter
jam
jelly
margarine
mayonnaise
molasses
mustard
salad dressing
sour cream
sugar
whipped cream

Drinks
ades
coffee
cranberry juice drink
nonfat dry milk
fruit flavored drinks
half and half
ice tea
lemonade
punch
soda
Tang

Other Foods
bacon
commercially
prepared soup**
corn chips
cream cheese
gelatin
jello
honey
ice cream
ice milk
marshmallows
popcorn
potato chips
potato sticks
pretzel sticks
ice cream cones

Desserts
cakes
cookies*** and cupcakes
candy
custard
pudding

* *Pickles will count as two tablespoons of the fruit/vegetable component.*

** *Commercially canned minestrone, clam chowder, split pea, tomato or vegetable soup can be counted as a minimum of one vegetable. One cup reconstituted soup provides 1/4 cup vegetable.*

*** *Cookies will meet the bread requirement at snack only. Cookies may be served no more than two times a week.*

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Five Easy Steps to Menu Planning

Step 1 -- List main entrees for the week, for breakfast, lunch or dinner.

Step 2 -- List vegetables and fruits, including salads, for breakfast, lunch or dinner. Take advantage of fruits and vegetables in season.

Step 3 -- Add cereal products and bread.

Step 4 -- Add beverages; be sure to include required amount of milk.

Step 5 -- Plan snacks last to balance your meals - especially check for foods that are good sources of vitamin A, vitamin C and iron.

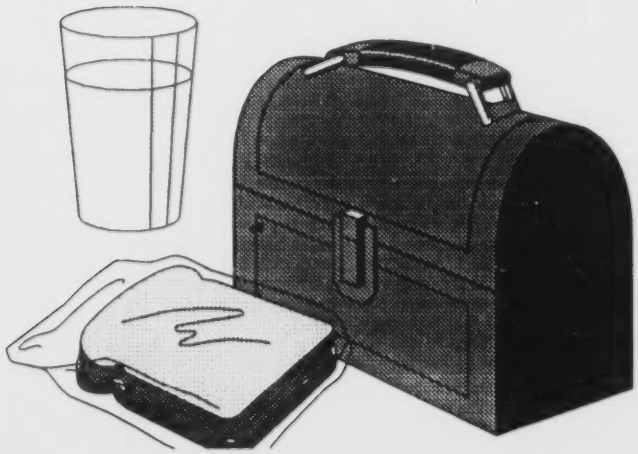
Menu Evaluation Checklist

Yes	No	
		1. Are all components of the meal included?
		2. Are serving sizes indicated and sufficient to provide young children the required quantity of: Meat or alternate or an equivalent? Two or more vegetables and/or fruits? Enriched or whole-grain bread or an equivalent? Fluid milk?
		3. Have you included other foods to help meet the nutritional needs of young children and to satisfy their appetites?
		4. Are the combinations of foods pleasing and acceptable to children?
		5. Do meals include a good balance of: Color-in the foods themselves or as a garnish? Texture-soft, crisp, firm-textured? Shape-different-sized pieces and shapes of foods? Flavor-bland and tart or mild and strong flavored foods? Temperature-hot and cold foods? Variety-fresh, canned, raw, and cooked forms of food?
		6. Have you included foods high in vitamin A, vitamin C, and iron?
		7. Have you considered children's cultural and ethnic food practices?
		8. Are foods included that can be prepared and served by the children?
		9. Are seasonal foods included?
		10. Can the menus be prepared in a reasonable amount of time?
		11. Are sweets, rich desserts and sugar-coated cereals **absent** from the menu?

Plan a Better Meal

Look at the sample lunch below. See how easy it is to improve meals and snacks by planning ahead and taking nutrient content, variety, shape, color, texture, temperature, familiarity, and seasonability into consideration.

ORIGINAL MENU	IMPROVED MENU	
Ground Beef	Ground Turkey	contains less fat
White Rolls	Whole Wheat Pita	high in nutrients because it is whole grain; introduces a new ethnic food
Celery	Mashed Sweet Potatoes	rich source of vitamin A; creamy texture; bright color; warm temperature
Grapes	Orange Wedges	rich source of vitamin C; texture; bright color; cold temperature, different shape
Milk Whole	Milk 2%	contains less fat



Alphabetical Food List

This list provides foods that can add variety to your menus. Most of the over 275 foods listed are available in groceries around the country. However, some items may need to be purchased in specialty stores or ethnic groceries. Regional and ethnic foods that may be unfamiliar are asterisked and described at the end of the list.

acorn squash
alfalfa sprout
almond
American cheese
animal cracker
apple
applesauce
apricot
artichoke
asparagus
atole*
avocado

bagel
baked bean
bamboo shoot*
banana
banana-strawberry yogurt
bean
bean sprout
beef
biscuit
black bean
blackberry
black-eyed pea
blintz*
blueberry
bok choy*
bologna
bran flakes
bread
brick cheese
broccoli
burrito
buttermilk

Canadian bacon
cantaloupe
carrot
cauliflower
celery
cereal
chapati*
cheddar cheese
cheese
cheese bread
cherry yogurt
chicken
chili
chocolate milk
chocolate pudding
chow mein noodles
chutney*
cocoa
coconut
corn
cornbread
corn flakes
cottage cheese
couscous*
cranberry juice

date
date nut bread
deviled egg
dill
dinner roll
dried fruit
dumpling

Edam cheese
egg
eggnog
eggplant
egg salad
enchilada*
endive
English muffin
escarole

farmer's cheese
feta cheese*
fiddleheads*
fig
fish stick
fondue*
frankfurter
french toast
frozen yogurt
fruit cocktail

garbanzo bean*
ginger
gooseberry
Gouda cheese
graham cracker
granola
grapefruit
grape
greens
grits*
guacamole
guava*

ham
hamburger
hamburger bun
hard cooked egg
Hawaiian bread
hazelnut
herring
hominy*
honeydew melon
hotdog
hummus*
hushpuppy*

iceberg lettuce
ice cream
Indian corn
Indian fig*
Irish soda bread
Italian bread
Italian sausage

jalapeno bean dip
jam
Jarlsburg cheese
jelly
jerky
Jerusalem artichoke*
jicama*
juice

kabob, fruit
kaiser roll
kale*
kasha*
kefir*
kidney bean
kielbasa*
kiwifruit
kohlrabi*
kumquat

lamb chop
latke*
lemon
lemon yogurt
lentil
lettuce
lima bean
lime
linguine*
lobster

macadamia nut
macaroni
malted milk
mandarin orange
mango*
matzoh*
melon
milk
milkshake
minestrone soup
Monterey jack cheese
mostaccioli
moussaka*
mozzarella cheese
Muenster cheese
muffin
mushroom

nacho*
navy bean soup
nectar, apricot
nectarine
noodles
noodle soup
nopales*
nut

oatmeal

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oatmeal bread
okra*
olive
omelet
onion dip
orange
orange juice
orzo*
oyster cracker

pancake
papaya*
pasta
pea
peach
peach yogurt
peanut
peanut butter
pear
pecan
pepper
pierogi*
pineapple
pistachio
pita bread
pizza
plantain*
plum
popcorn
potato
pretzel
provolone cheese
pudding
pumpkin seed quesadilla*
queso blanco*
queso fresco*
quiche
quick bread
quince*

radish
raisin
raisin bread
raspberry
raspberry yogurt
refried beans*
rhubarb
rice
ricotta cheese
romaine lettuce
rutabaga
rye bread

salad
salsa
saltine
shrimp
soft serve frozen yogurt
soup
spaghetti
spinach
starfruit
strawberry
strawberry yogurt
string cheese
sunflower seed
sweet potato
Swiss cheese

taco*
tamale*
tangelo
tangerine
tapioca pudding
tempura*
Tilsit cheese*
toast
tomato
tomato soup
tortilla*
tossed salad
tuna
tuna salad
turkey

ugali*
ugli fruit*

vanilla ice cream
vanilla pudding
vanilla yogurt
vegetable juice
vegetable soup
vegetable
venison*
vermicelli*

waffle
walnut
water chestnut*
watermelon
Whole wheat cracker
wild banana*
winter melon*
wonton soup*

xigua*
xocoafl*

yam
yellow pepper
yellow rice
yellow squash
yogurt
yucca*

zapote*
ziti*
zucchini
zwieback

Source: *Chef Combo's Fantastic Adventures, National Dairy Council*

Descriptions of Regional and Ethnic Foods

Atole - Hot beverage, popular in Mexico, made of milk and cornstarch thickener.

Bamboo shoot - Edible portion of the bamboo plant used in Oriental recipes.

Blintz - Thin rolled crepe filled with a sweetened cottage cheese and served with sour cream or fruit sauce.

Bok choy - Chinese vegetable with broad white or greenish-white stalks and dark green leaves.

Chapati- Unleavened flat bread from northern India.

Chutney - Relish or condiment originating in India containing pickled fruits and vegetables; it has a sweet, and often spicy, flavor.

Couscous - Hot cereal dish, especially popular in North Africa.

Enchilada - Corn tortilla dipped in chili sauce and wrapped around a filling of cheese, chicken, or beef.

Feta Cheese - Soft, white, Greek cheese.

Fiddleheads - Type of green eaten in New England.

Fondue - Recipe with melted cheese (or another hot liquid) used for dipping bread or other foods.

Garbanzo bean - Also known as chick pea; a small round seed commonly eaten in the Middle East, France, Italy, and most Spanish speaking countries.

Grits - corn ground as coarse meal. Popular in the American South; also known as hominy grits.

Guava - Tropical fruit with red or yellow flesh and green or yellow skin.

Hominy - See "Grits".

Hummus - Middle Eastern spread of pureed chick peas.

Hushpuppy - Deep-fried cornmeal dumpling popular in the American South.

Indian Fig - Prickly pear.

Jerusalem artichoke - Potato like vegetable.

Jicama - Vegetable with a tan skin and white interior; always eaten raw.

Kale - Variety of winter-cabbage.

Kasha - Grain, usually buckwheat, served as a cooked cereal.

Kefir - Yogurt drink.

Kielbasa - Polish sausage.

Kohlrabi - Variety of cabbage much like a turnip.

Latke - Jewish dish made with grated potatoes and onions and fried; associated with Hanukkah.

Linguine - Pasta that is long like spaghetti, but flat.

Mango - Tropical fruit with golden-yellow fruit inside a green or yellow skin.

Matzoh - Unleavened cracker-like bread.

Moussaka - Greek dish consisting of layers of eggplant and ground lamb; topped with custard or cheese sauce.

Nacho - Tortilla topped with cheese, refried beans, etc.

Nopales - Prickly pare cactus leaves.

Okra - Vegetable popular in the American South.

Papaya - Melon-like tropical fruit filled with smooth black seeds.

Pierogi - Polish dumplings filled with cheese, meat, vegetables, or fruit.

Plantain - Greenish starchy banana with rough skin.

Quesadilla -Tortilla folded over a filling of shredded cheese and chilies and grilled, baked, or fried.

Queso blanco/fresco - Soft, white cheese made of part-skim milk.

Quince - Sour fruit that resembles a pear. Seldom eaten fresh, but cooked into jams and jellies with sugar.

Refried beans - Mexican-style cooked beans that have been mashed and fried, with onions and seasonings.

Taco - crispy-fried tortilla filled with meat, beans, cheese, and/or vegetables.

Tamale - Meat packed in cornmeal dough wrapped in corn husks and steamed.

Tempura - Japanese dish of fish or vegetables dipped in batter and deep-fried.

Tilsit cheese - Mild cheese like brick cheese.

Tortilla - Flat corn or wheat pancake.

Ugali - Mashed corn flour paste eaten in several African countries.

Ugli fruit - Jamaican fruit with loose, wrinkled, yellowish-red skin and a taste like a tangerine or tangelo.

Venison - Deer meat.

Vermicelli - Long pasta that is thinner than spaghetti.

Water chestnut - Nutlike fruit used in Oriental recipes.

Wild banana - Fleshy fruit of the mountain yucca; also know as the Navajo banana.

Winter melon - Muskmelon.

Wonton soup - Chinese soup containing dumplings filled with pork and spices.

Xigua - (she gwah) Chinese for watermelon.

Xocoafl - Aztec for chocolate.

Yucca - Fruit of a plant of the Southwestern U.S. and Mexico.

Zapote - Apple sized fruit with green skin and black flesh.

Ziti - Tubular pasta.

Menu Planning with the Child Care Food Program Food Chart

BREAKFAST

- ☐ Juice, fruit or vegetable
- ☐ Bread/alternate or cold, dry cereal or cooked cereal
- ☐ Fluid milk (as a beverage, on cereal, or both)

LUNCH/SUPPER

- ☐ Meat or meat alternate main dish
- ☐ Bread/alternate
- ☐ Two fruits, two vegetables, or one of each
- ☐ Fluid Milk

SNACK*

Choose two of the following for food choices:

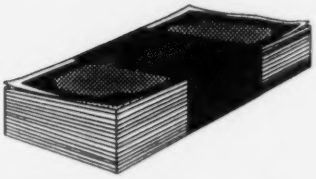
- ☐ Fruit, vegetable, or juice
- ☐ Meat or meat alternate or yogurt
- ☐ Bread/alternate or cereal
- ☐ Fluid milk

* Remember that two fluids served at snack are not reimbursable (e.g. milk and juice).
* Remember that two foods from the same food group served at snack are not reimbursable (e.g. grapes and carrot sticks).

ADVANTAGES OF MENU PLANNING

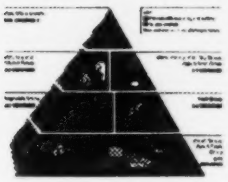
Menu planning is the process of deciding **when** meals and snacks will be served, **what** will be served, and **how much** will be served. Menus can be planned days, weeks, or even months in advance. Advanced planning has many advantages, as listed.

SAVES TIME
Needed ingredients will be on hand, requiring fewer trips to the grocery store.



SAVES MONEY
Following a grocery list derived from planned meals and snacks can prevent impulse buying.

INCREASES VARIETY
Different types of foods can be included in the diet to ensure adequate intake of many nutrients. New foods and styles of preparation can be introduced.



HELPS AVOID TOO MUCH FAT, SODIUM, AND SUGAR IN THE DIET
You can compare menus daily and weekly, balancing food choices to control the total intake of fat, sodium and sugar.

MENU PLANNING CHECKLIST

After planning meals/snacks, ask yourself the following questions:

DID I INCLUDE...?

- ✓ all meal components?
- ✓ serving sizes sufficient to provide all children with required quantities of each component?
- ✓ sources of vitamin A at least 4 times a week?
- ✓ sources of vitamin C daily?
- ✓ sources of iron daily?
- ✓ sources of fat, sugars, and sodium in moderate amounts?
- ✓ foods from each food group?
- ✓ a variety of foods within each food group?
- ✓ a variety of shapes, colors, textures, and temperatures of foods?
- ✓ leftovers to save time and money?
- ✓ whole grain breads and cereals?
- ✓ seasonal fruits and vegetables?

OTHER MENU PLANNING CONSIDERATIONS

- Shape: serve foods in different shapes. Cut cheese, vegetables, fruit, and meat into strips, slices, cubes, and circles. Form pancake batter into heart shapes. Make muffins in tins shaped like stars.

- Color: Serve a variety of colors at each meal/ snack. Natural red, green, and orange colors of fruits and vegetables add eye appeal.

- Texture: Include a variety of textures — soft, smooth, chewy, crunchy. Raw vegetables, pureed fruits, and cooked grains can add variety.

- Temperature: In a hot meal, try to include at least one cold food. In a cold meal, try to include at least one hot food.

- Familiarity: Introduce one new food at a time, and serve it with familiar foods.

- Seasonability: Serve foods that are in season. This will add a welcome change to your menus from season to season, decrease food costs, and enable you to serve foods with the most nutrients.

FIND THE MENU PROBLEMS

Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast				
orange juice waffles sausage	ham and eggs toast milk	orange slices hash browns milk	raisins oatmeal milk	strawberries cornbread hot chocolate
AM Snack				
apple juice watermelon	milk trail mix	vanilla pudding peanut butter cookie	milk soft pretzels	banana hotdog bun
Lunch				
hot dog baked beans melon slices milk	chicken leg rice green beans biscuit milk	scrambled eggs sausage potato rounds tomato juice	ravioli broccoli fruit cocktail garlic toast milk	pizza Parmesan zucchini peach slice milk
PM Snack				
potato chips cheese	veggies cottage cheese dip	bologna cheese	pineapple- juice carrots & celery	yogurt rolls
Supper				
turkey peas pears pasta milk	macaroni and cheese asparagus mandarin oranges milk	hamburger cucumber banana slices chips milk	beef & bean burrito frozen red grapes milk	meat loaf glazed carrots cherry cobbler rice milk

ANSWERS TO FIND THE MENU PROBLEMS

Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast				
orange juice waffles sausage *missing milk*	ham and eggs toast milk *missing fruit/vegetable*	orange slices hash browns milk *missing grain/bread*	raisins oatmeal milk	strawberries cornbread hot chocolate
AM Snack				
apple juice watermelon *missing food component*	milk trail mix	vanilla pudding peanut butter cookie *Pudding is not creditable*	milk soft pretzels	banana hotdog bun
Lunch				
hot dog baked beans melon slices milk *missing grain/bread*	chicken leg rice green beans biscuit milk *missing fruit/vegetable*	scrambled eggs sausage potato rounds tomato juice *missing milk and grain/bread*	ravioli broccoli fruit cocktail garlic toast milk *missing meat/meat alternate*	pizza Parmesan zucchini peach slice milk *missing meat/meat alternate*
PM Snack				
potato chips cheese *potato chips are not creditable*	veggies cottage cheese dip	bologna cheese *missing food component*	pineapple- juice carrots & celery *missing food component*	yogurt rolls
Supper				
turkey peas pears pasta milk	macaroni and cheese asparagus mandarin oranges milk *missing meat/meat alternate*	hamburger cucumber banana slices chips milk *missing grain/bread*	beef & bean burrito frozen red grapes milk	meat loaf glazed carrots cherry cobbler rice milk

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Every Dime Counts! Wise Food Shopping

American consumers can choose to purchase a wide variety of products by telephone, television, supermarket, home delivery and computer shopping.

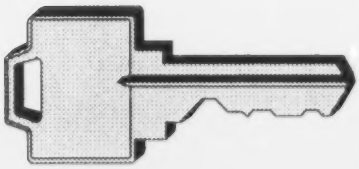
These products and services do not come without a cost. To survive on a budget, consumers must become wise shoppers with planned purchases. Following a grocery list derived from planned meals and snacks can prevent impulse buying.

Time is money! Consumers of this decade and the twenty-first century want meals that take 30 minutes or less to prepare.

Wise, thrifty, time-conscious consumers are shoppers with a plan and a budget.

Objectives: **After studying this unit, you should be able to:**

1. Determine the amount you are currently spending on food.
2. Identify foods that are more expensive.
3. Examine personal shopping skills that will save time and money.



Key Points:

- A well-planned menu will save time and money.
- Food budgets are necessary for all income levels.
- A balance between time, money, 'scratch preparation' and 'convenience' cooking can happen with planning.

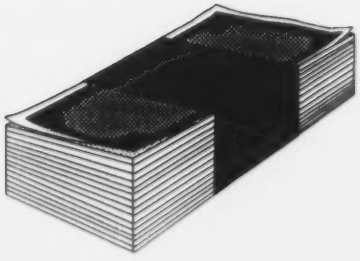
PLANNING AHEAD SAVES MONEY

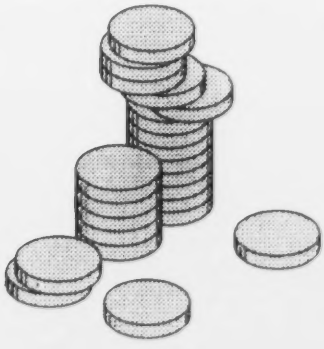
$ **Watch for specials.** Check supermarket advertising circulars for sale prices. Be aware of multiple pricing (e.g. 2 boxes of cereal for $5). Many consumers mistakenly believe that they must buy the item in the specified amount to take advantage of the advertised price, but often this is not so.

$ **Make a grocery list.** Do not leave home without it! A grocery list is your best defense against impulse buying, and a great way to prevent last minute grocery runs that eat up valuable time and money.

$ **Clip coupons**. Organize coupons in a recipe box and use index cards to designate categories. Always remember to take the coupon box to the store.

$ **Consider storage space**. Only buy the amount of food you will use or can store properly before it spoils.





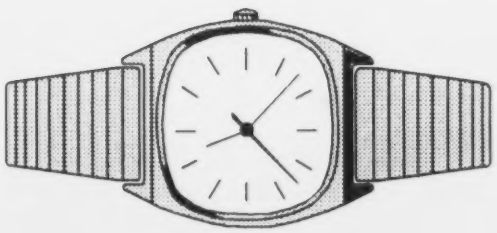
PLANNING AHEAD SAVES TIME

The amount of time you will have to prepare meals and snacks is a major factor in deciding what foods to serve.

- **Select foods that require minimal preparation and cooking time.** Fish, stir-fry mixtures, and most vegetables cook quickly. Roasts, stews, and casseroles take longer.

- **Consider advantages and disadvantages of convenience foods.** Using frozen vegetables can save chopping time but may cost more than fresh vegetables you must chop yourself.

- **Try new recipes or food preparation methods one at a time**. They often take longer the first time around.



Consider Cost

When planning meals and snacks, consider the cost of products and choose those that fit into your food budget.

Less Expensive	More Expensive
Fresh, in-season fruits and vegetables	Fresh, out-of-season fruits and vegetables
Plain, frozen vegetables	Frozen vegetables in sauces
Enriched white or whole grain rice	Instant rice, seasoned rice
Regular or quick-cooking hot cereals	Instant hot cereal and ready-to-eat cereals
Enriched or whole grain macaroni or spaghetti	Specialty pasta
Homemade muffins or biscuits	Commercial muffins or biscuit mix
Skim, 1%, 2%, fluid milk	Whole milk, buttermilk, flavored milk
Processed and domestic cheese	Imported cheeses
Dry beans, peas, lentils, eggs	Meat, poultry
Chuck cuts, shoulder cuts, round steak, ground beef	Sirloin
Plain chicken or fish	Pre-breaded chicken or fish
Whole chickens	Chicken parts
Frozen fish fillets	Fresh fish

Activity 1: Family Grocery Buying Record: Identify the amount you are currently spending on food.

1. List food and grocery purchases for a week and their prices. Keep your grocery slips to identify the foods and prices for an entire month to learn more. Hint: for an estimate of the total for a month, review your checkbook.
2. Add up each category.
3. Add up the totals for all categories.
4. Evaluate your total.

A.	B	C	D	E	F
Bread, Cereals, Pasta (rolls, bread, bagels, rice, oatmeal)	**Fruits and Vegetables** (fresh, frozen, canned, full-strength juices)	**Milk and milk products** (milk, cheese, yogurt)	**Meat, Fish, Poultry, Meat Alternatives** (pork, lamb, beef, eggs, fish, legumes, beans)	**Fats, Oils and Sweets, Snacks** (butter, oil, sour cream, candy, sugar, potato chips)	**Condiments** (seasonings, mustard, pickles, gravies)
Total	**Total**	**Total**	**Total**	**Total**	**Total**

Subtotal A-F _____

G	H	I	J	K	L
Convenience Foods (frozen dinners, spaghetti sauce, prepared deli items, cake mix, soups	**Baby Food**	**Miscellaneous** (soda, coffee, soft drink mixes, fruit-flavored ades, and punches, beer, cigarettes)	**Household products** (detergents, sponges, paper towels, napkins)	**Personal Care Products** (shampoo, toothpaste, hand soap)	**Meals and Snacks Away From Home** (restaurants, coffee shops, vending machines)
Total	Total	Total	Total	Total	Total

Subtotal G-L _____

Total Categories A-F	_____
Total Categories G-L	_____
Grand Total	_____

Points to consider:

❀ Is this week typical of your food purchases? Why?

❀ Which totals seem too high?

❀ Which food total can be reduced?

❀ How?

❀ What one purchase decision could be improved?

"Super, Sensible, and Sometimes Sane Shopper" Checklist

Check the statements you agree with!

____ I use shopping lists every week.

____ I plan food purchases to keep amounts of fat, sugars, and sodium moderate.

____ When I try to save money, the grocery store is the first place I limit spending.

____ I do not let price determine my food purchasing decisions.

____ I do not have a food budget.

____ Nobody I know has a food budget.

____ Food budgeting deserves time and study.

____ I compare prices of different brands while in the store.

____ I select sale items and store brands.

____ I use unit pricing to compare prices.

____ I store foods promptly and properly to maintain their nutritive value and quality.

____ I place newer foods in the back of the refrigerator/freezer, and cabinet shelves so older food will be used first.

___ I use perishable foods promptly to avoid food waste.

___ I do not usually buy name products.

____ I buy in quantity when the price is right.

____ I don't go shopping when I'm hungry.

Rating

12-16	11-8	7-0
Excellent	**Good but Could Improve**	**Needs Improvement**

If you scored 12-16 your are a super sensible shopper!!

Goals:

I would like to improve my food shopping habits in these areas:

1._____

2._____

3._____

What materials would help me get control of food shopping habits?

1._____

2._____

3._____

Set a date:

I want to accomplish better shopping habits by _____.

Shopping Sleuth

1. Estimate the cost of foods.
2. Check the actual price.
3. Try to find sale price.

Food	Quantity	Your Estimate	Store Price	Sale Price
Beef, ground chuck	1 pound	$_____	$_____	$_____
Tomatoes, fresh	1 pound	_____	_____	_____
Tomato sauce	8 ounces	_____	_____	_____
Cheese, cheddar mild	1 pound	_____	_____	_____
Cheese, cheddar sharp	1 pound	_____	_____	_____
Chicken, whole	1 pound	_____	_____	_____
Chicken, breasts	1 pound	_____	_____	_____
Corn, whole kernel	1 pound	_____	_____	_____
Crackers, saltine	1 pound	_____	_____	_____
Flour, all-purpose	5 pounds	_____	_____	_____
Lettuce, iceberg	1 head	_____	_____	_____
Margarine	1 pound	_____	_____	_____
Milk	1 gallon	_____	_____	_____
Noodles	1 pound	_____	_____	_____
Peanut butter	1 pound	_____	_____	_____
Potatoes, fresh	5 pounds	_____	_____	_____
Rice	1 pound	_____	_____	_____
Vegetable oil	32 ounces	_____	_____	_____

What did you find out?

Compare and Learn

Food in large containers can cost less than food in smaller containers--but not always. Also, name brands are usually more expensive than store or generic brands. To get the best buy use unit pricing.

A cheaper item is not always the better buy if: food is left over and thrown out later, or you cannot store it properly or conveniently.

Food	Unit Price	Best Buy
Corn Flakes,		
Brand Name	_____	_____
Store Brand	_____	_____
Orange Juice	_____	_____
Brand Name	_____	_____
Store Brand	_____	_____
Flour, 5 pounds		
Brand Name	_____	_____
Store Brand	_____	_____
Sugar _____	_____	
Brand Name	_____	_____
Store Brand	_____	_____
Bread, 1 pound loaf		
Brand Name	_____	_____
Brand Name (2)	_____	_____
Store Brand	_____	_____
Whole grain	_____	_____
Eggs, 1 dozen		
Brand Name	_____	_____
Brand Name	_____	_____
Store Brand	_____	_____

Compare your favorite brands:

	Unit Price	Best Buy
Item _____	_____	_____
Brand Name	_____	_____
Store Brand	_____	_____
Item _____		
Brand Name	_____	_____
Brand Name (2nd)	_____	_____
Store Brand	_____	_____
Store Brand	_____	_____
Item _____		
Brand Name	_____	_____
Brand Name	_____	_____
Store Brand	_____	_____

1. Which products were the best buys?

2. How did your favorite brands compare?

Identify skills in shopping to receive maximum food value and satisfaction for money spent.

An alert, informed shopper can cut food costs!

Ten skills shoppers need to reduce their grocery bill.

1. Know what you spend for food.
2. Develop a plan, use a menu, build your menu around specials. Use a shopping list.
3. Identify the highest-priced portions of your food bill. (Pay careful attention to meat, convenience foods, and impulse items?)
4. Note price differences in competing stores. Make a list of commonly used items and their cost. Shop and compare.
5. Reduce waste. Buy, store, and prepare foods that you can prepare without waste. Store and use foods within a recommended time span.
6. Buy when the price is right.
7. Know when a sale is a sale. If you know the products you want and use regularly, learn to recognize a sale price.
8. When the price is right buy in quantity.
9. Compare unit price.
10. Buy store brands, or generic brands.

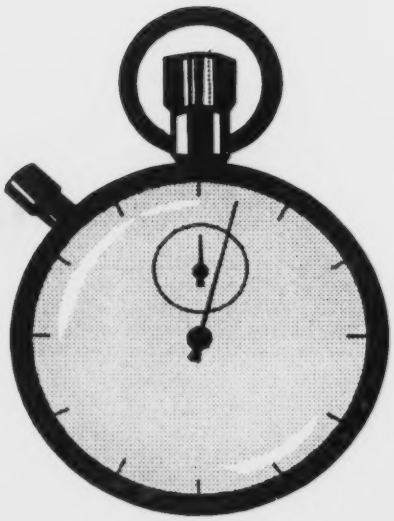
Shopping List

Rules: Food buying deserves quality time and study!

- Check pantry, freezer, and refrigerator for stock.
- Use freezer foods, fresh foods at their peak quality, and higher nutritional values.
- Look at food ads. Note especially the meat values.
- Build menu around advertised specials for food you regularly use.
- Be flexible during planning and shopping to take advantage of good buys.
- Compare prices by using unit pricing.
- Shop when you have time to select with care.
- Limit convenience foods.

Unit 7

Kitchen Management in Minutes

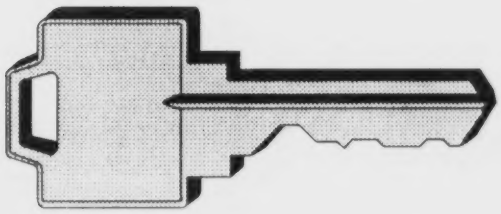


At home, busy schedules demand efficiency in the kitchen. Take one problem at a time and take steps to solve it.

Recipes: A Decade of Change	
1980's Recipe	**1990's Recipe**
10 or more ingredients	Less than 8 ingredients
45 minutes or more to prepare	30 minutes or less to prepare
Directions written in paragraphs	Short, numbered, step-by-step directions
Nutrition information uncommon	Nutrition information widely used
Common ingredients: Stewed tomatoes, canned mushrooms, carrots, Iceberg lettuce, rice, garlic powder, ketchup, yellow mustard, beef porterhouse steak, beef roast	**More variety in ingredients**: Seasoned, diced tomatoes, fresh mushrooms, peeled baby carrots, prewashed, mixed greens, Arborio rice, barley, couscous, roasted garlic, salsa, Dijon-style mustard, beef strips for stir-fry, beef cubes for kabob.

Objectives: **After studying this unit, you should be able to:**

1. Identify areas in your kitchen that need to be better organized.
2. List steps to make your kitchen an efficient work place.
3. Change recipes to save time.



Key Points:

1. To save time, energy and money you must plan ahead.

2. Develop a purchase plan to go with your menu. Know the foods you need and the quantities you typically buy every month.

3. Keep staples on hand to make quick recipes. Stock up when these items are on sale.

4. Keep your menu simple.

5. Try to save time and space as suggested.

Save time and energy by getting organized and by using time saving techniques.

Organization and the One-Minute Manager

Reasons why organization is a must:

1. Save money and time. Are you in control?
2. Eliminate unnecessary work. Can you find something when you want it?
3. Increase effectiveness of each activity.
4. Eliminate duplication.
5. Eliminate waste of time, energy, and food. Can I get more things done in less time?
6. Make work safer and more energy efficient.
7. Improve child care service.
8. Develop a climate receptive to change.
9. Increase problem-solving skills. Ask yourself: Can I do this activity more efficiently? How can I improve?
10. Improve your ability to provide the best child care possible.

Reasons why people say they are not organized:

1. It takes too much time.
2. My kitchen is too small.
3. My kitchen is too large.
4. Children are messy.
5. I don't know how to organize.
6. When I'm through for the day I have no energy!
7. Organization is boring.

Kitchen Assignment #1

The Two Step Plan for Kitchen Management

Step One: Identify problem areas in your kitchen.

___ 1. Kitchen arrangement.

✏Are the foods, utensils and equipment arranged for fast-paced work?

___ 2. Adequate food supply.

✏Are the cabinets, refrigerator, and freezer stocked with quick-to-fix ingredients that can be used many ways?

✏How often do you shop? More than once a week?

✏Do you frequently run out of certain foods?

✏Do you have an assortment of canned and frozen vegetables, ground beef, fish, poultry?

___ 3. Shopping lists. Is a list handy to write down needed items quickly and easily?

___ 4. Cycle Menu. Do you have a menu of foods that is served on a regular basis? Is there a recurring trend in the food that is purchased? Are chicken and fish served once a week? How many loaves of bread are needed every week?

___ 5. Preparation Plan.

✏Do you have your meals prepared on time?

✏Do you have a logical order for tasks in preparing a meal?

___ 6. Recipes. Do you read recipes ahead to be sure you have all ingredients on hand?

✏Can you change a recipe to limit clean up and time for preparation?

Step Two: Prioritize. What do you want to improve?

Goal #1.:_____

Goal #2 :_____

Goal #3 :_____

Staple Ingredients

Keep these ingredients in the pantry for six months to one year:		
Baking powder	Baking soda	Biscuit mix
Bouillon	Broth, canned	Brown sugar
Bulgur	Canned beans	Canned vegetables
Chocolate morsels	Cocoa	Cooking spray
Cornstarch	Couscous	Crackers
Dried fruit	Flours	Fruit Juice
Graham crackers	Granulated sugar	Italian Dressing
Ketchup	Lentils, dried	Mayonnaise
Mustard	Oats, quick cook	Oils
Pasta	Peanut butter	Powdered sugar
Rice	Salsa	Soy sauce
Tomato products	Tuna, water-packed	Vinegar

Keep these items in the refrigerator - use by freshness dates:		
Buttermilk	Cheese	Cottage cheese
Eggs	Margarine, stick	Milk
Sour cream	Yogurt	

Keep these items in the freezer for two months to one year if kept at 0°F or colder		
Breads	Chicken breasts	Egg substitute
Fish fillets	Frozen fruit	Frozen vegetables
Juice concentrates	Meat	

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"Home-Cooked" Convenience

Time pressed cooks are using convenience products to help keep family style meals alive.

* **Speed-scratch kits**— for salads, pizzas, fajitas, gyros, tacos, pasta, stir-fry, cakes, cookies. Kits come with the basic ingredients and require addition of only one or two ingredients, such as vegetable, meat, margarine or butter, eggs, milk or water. Simple directions and few steps make these especially attractive to the 'time efficient' cook.

* **Speed-scratch seasonings**— include mixes and marinades for meats, pasta and produce. These options add a shot of flavor to otherwise plain foods.

Time Saving Steps

1. **Focus preparation efforts on one portion of the meal.**
   - If the main dish is complicated fix a simple vegetable or salad.

2. **Do some preparation steps ahead.**
   - Thaw frozen meat, fish, or poultry in the microwave oven or overnight in the refrigerator.
   - Assemble equipment, cooking utensils, and ingredients before you start meal preparation.

3. **Use time-saving food preparation methods.**
   - To save total preparation time, try quick microwave or stove-top versions of dishes you usually cook in the oven.
   - One-dish meals save cleanup time.

4. **Get others to help.**
   - Children can help with simple food preparation steps, setting and clearing the table, or washing dishes.

5. **Collect quick and easy menu ideas and recipes.**
   - Use recipes with few ingredients.
   - Use measuring scoops for dishing out serving portions.
   - Cut biscuits in squares rather than with a biscuit cutter.

6. **Be efficient.**
   - Make a double or triple batch and freeze the extras.
   - Freeze in meal-size portions.
   - Double your meat loaf recipe and freeze half the uncooked meat mixture as patties or meatballs to use later. Or, freeze some in muffin tins to make mini-loaves.
   - Make bar cookies instead of drop cookies.

Space Saving Steps

1. Have a place for all kitchen equipment that you use regularly and keep it stored within easy reach.

2. Store supplies and equipment near places they'll **first be used.** Review your recipes to figure out where items are used first.
   - *hot pads near the stove
   - *serving dishes near your work area
   - *cleaning supplies near the sink and dishwasher
   - *knives near the cutting board
   - *eating utensils, plates, and glasses near the serving area

3. Hang some equipment in your working area. Install a pegboard or rack and hang the gadgets, you use every day. Define work areas and store materials relating to that activity within reach.

4. In your cold cereal area, limit the number and types of cereal you will keep on hand.

5. Have a sandwich fixing area in the refrigerator. Meats, condiments, mayonnaise, cheese stored in one container that can be removed together in one unit.

6. Create a mixing center, and store in it everything you need for making breads, rolls, cookies, and other baked foods.

7. Arrange small, frequently used items in the front of top drawers, or hang them on pegs or magnets.

8. Store rarely used items in lower drawers. (If you never use something, get rid of it.)

9. Label drawers, shelves, and cabinet doors to indicate contents.

10. Arrange spices in order of use.

11. Store measuring spoons near spices.

12. Stack or group similar canned goods together.

13. Organize refrigerator shelves. Reserve an area for:
    juices, milk
    margarine
    fruits, vegetables
    Also, keep them in the same place for ease in taking inventory before shopping.

14. Repair or discard broken equipment.

15. Make it everyone's job to return equipment to assigned spots.

Kitchen Assignment #2

1. What area in your kitchen can be better organized?

2. Do you have wasted storage? Are you storing grandmother's favorite punch bowl, that you have used but once in five years? Do you have anything in your kitchen that you will not use because it is rusty or won't work properly?

3. Make one kitchen center that would benefit you the most.

   Carefully examine what activities you do the most.

   Make a chopping center for knives and cutting board.

   Make a snack center of healthy snacks.

   Make a recipe center of only **used** recipes and remove cook books and materials not used frequently. Make a notebook of menus that you use and recipes in order of use. If you have one cookbook with one recipe that you use, copy recipe and give the cook book away.

   Make a serving center, if you utilize the same cups plates, utensils for the children everyday, place them together on a easily removed tray in your cupboard.

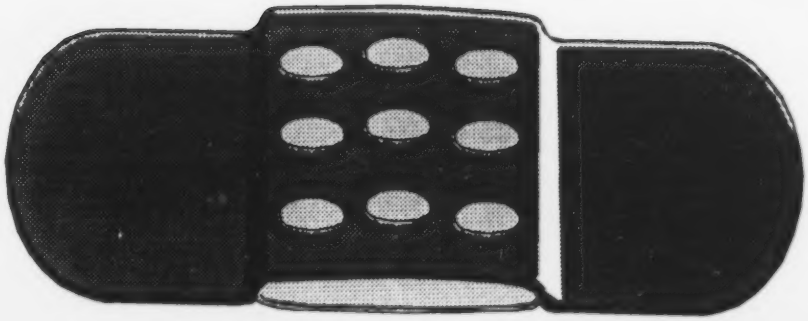
   Make a spice center.

   Make a sandwich center.

4. Are you storing too many cups, jars, knives,....?

5. Take one project at a time and improve your efficiency with ease, and on your time table.

Food Safety for Kids

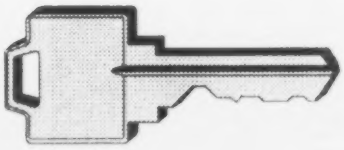


Handling, storing, and preparing of foods affect their safety and quality.

Objectives:

1. Name two causes of foodborne illness.
2. Describe at least 3 ways to prevent foodborne illness.
3. Identify types of foods most often involved in an outbreak of foodborne illness.
4. Name two food storage and two preparation practices that help retain the nutritional value of foods.

Key Points:



- Foodborne illness can be prevented.
- Unsafe food can cause foodborne illness.
- Foods should be stored properly to prevent food spoilage and contamination.
- Safe food preparation procedures prevent foodborne illness.
- Cross contamination is another common way bacteria are spread.
- Cleaning and sanitizing reduce the risk of illness.

Seven Commandments of Food Safety

1. Wash hands before you handle food.
2. Refrigerate--Keep it Safe.
3. Don't leave food on the kitchen counter.
4. Wash hands, utensils, and surfaces again after contact with raw meat and poultry.
5. Never leave perishable food out over two hours.
6. Thoroughly cook raw meat, poultry, and fish.
7. Freeze or refrigerate leftovers promptly.

Safe Dish Washing

Wash cooking and eating utensils according to your local and state health requirements.

1. Scrape or rinse food from plates and utensils.

2. Wash dishes in clean, sudsy, water as hot as hands can stand (usually 100 to 125 degrees F).

3. Rinse using clean, hot water.

4. Sanitize by immersing; using one and one-half teaspoons chlorine bleach for each gallon of lukewarm water (concentration 100 ppm) . This sanitization process is **not required** for home day care providers.

5. Never wipe dishes and utensils dry. They should be air dried on a rack or clean towel. Wiping dishes with a towel spreads germs.

*When machine-washing dishes, follow these suggestions:

1. Scrape plates and utensils before putting them in machine.
2. Wash-water temperature should be 140 degrees F.
3. Final rinse water should be at least 180 degrees F.

Foodborne Illness Outbreaks are Caused by:

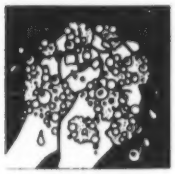
- Allowing food to remain at unsafe temperatures for more than 2 hours. Harmful bacteria grow at temperatures between 40° - 140° F.
- Undercooked food such as hamburgers and eggs.
- Improper storage of food.
- Unclean and unsanitary food preparation equipment and surfaces.
- Poor personal hygiene.
- Failure to wash hands before handling food.

How to Prevent Foodborne Illness

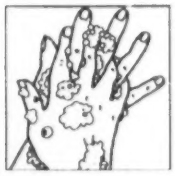
- Wash your hands often.
- Always wash your hands after:
  - Using the bathroom
  - Touching raw food
  - Diapering
  - Coughing, sneezing, blowing nose
  - Touching parts of your body such as ears, nose, mouth and hair
  - Touching unclean equipment or surfaces
  - Removing trash & debris
- Keep hot foods hot (above 140°F).
- Keep cold foods cold (below 40°F).
- Clean and sanitize food preparation and eating surfaces.
- Use liquid soap dispensers instead of bar soap to prevent the spread of bacteria.

Hand Washing

Use SOAP and RUNNING WATER.



RUB your hands vigorously for 20 seconds.



WASH ALL SURFACES, including:

- Backs of hands
- Wrists
- Between fingers
- Under fingernails

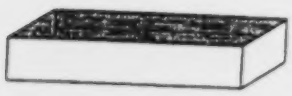
RINSE with running water.

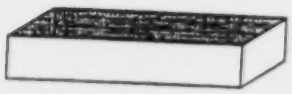
DRY hands with a paper towel.

Turn off the water using a PAPER TOWEL instead of bare hands.

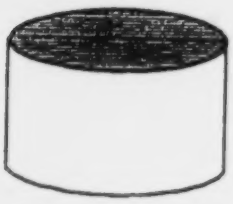
Store Food in Shallow Containers for Fast Cooling

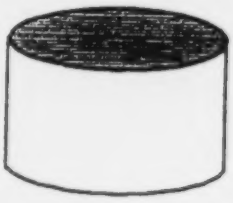
These:





Cool More Quickly Than These:





Which Cool Faster Than This:

Cold Storage

These SHORT but safe time limits will help keep refrigerated food from spoiling or becoming dangerous to eat. These time limits will keep frozen food at top quality.

Product	Refrigerator (40°F)	Freezer (0°F)
Eggs		
Fresh, in shell	3 weeks	Don't freeze
Raw yolks, whites	2-4 days	1 year
Hard cooked	1 week	Don't freeze well
Liquid pasteurized eggs or egg substitute		
—opened	3 days	Don't freeze
—unopened	10 days	1 year
Mayonnaise, commercial, Refrigerate after opening	2 months	Don't freeze
TV Dinners, Frozen Casseroles Keep frozen until ready to serve		3-4 months
Deli & Vacuum-Packed Products		These products don't freeze well.
Store-prepared (or homemade) egg, chicken, tuna, ham, macaroni salads	3-5 days	
Pre-stuffed pork & lamb chops, chicken breasts stuffed with dressing	1 day	
Store-cooked convenience meals	1-2 days	
Commercial vacuum-packed dinners with USDA seal	2 weeks, unopened	
Soups & Stews		
Vegetable or meat-added	3-4 days	2-3 months
Hamburger, Ground & Stew Meats		
Hamburger & stew meats	1-2 days	3-4 months
Ground turkey, veal, pork, lamb & mixtures of them	1-2 days	3-4 months
Hotdogs & Lunch Meats		
Hotdogs, opened package	1 week	In freezer wrap, 1-2 months
unopened package	2 weeks	
Lunch meats, opened	3-5 days	
unopened	2 weeks	

Bacon & Sausage		
Bacon	7 days	1 month
Sausage, raw from pork, beef, turkey	1-2 days	1-2 months
Smoked breakfast links, patties	7 days	1-2 months
Hard sausage-pepperoni, jerky sticks	2-3 weeks	1-2 months
Ham, Corned Beef		
Corned beef, in pouch w/juices	5-7 days	Drained, wrapped 1 month
Ham canned, (label says keep refrigerated)	6-9 months	Don't freeze
Ham, fully cooked-whole	7 days	1-2 months
Ham, fully cooked-half	3-5 days	1-2 months
Ham, fully cooked-slices	3-4 days	1-2 months
Fresh Meat		
Steaks, beef	3-5 days	6-12 months
Chops, pork	3-5 days	4-6 months
Chops, lamb	3-5 days	6-9 months
Roasts, beef	3-5 days	6-12 months
Roasts, lamb	3-5 days	6-9 months
Roasts, pork & veal	3-5 days	4-6 months
Variety meats-tongue, brain, kidneys, liver, chitterlings	1-2 days	3-4 months
Meat Leftovers		
Cooked meat and meat dishes	3-4 days	2-3 months
Gravy and meat broth	1-2 days	2-3 months
Fresh Poultry		
Chicken or turkey, whole	1-2 days	1 year
Chicken or turkey, pieces	1-2 days	9 months
Giblets	1-2 days	3-4 months
Cooked Poultry, Leftover		
Fried chicken	3-4 days	4 months
Cooked Poultry dishes	3-4 days	4-6 months
Pieces, plain	3-4 days	4 months
Pieces covered with broth, gravy	1-2 days	6 months
Chicken nuggets, patties	1-2 days	1-3 months

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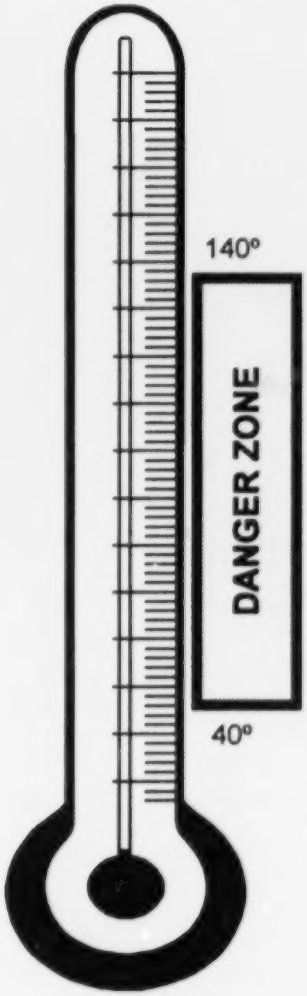
Temperature Guide for Safe Food



Bacteria grow rapidly in this range. Do not leave food out at 40° to 140° F. Discard any perishable food left at these temperatures for 2 hours or more.

Purchase Safe Food

- ✔ Always buy meat and poultry that is federally inspected or graded, to insure that these products are free from disease and were handled under strict sanitary conditions.
- ✔ Purchase only pasteurized, Grade A milk and dairy products.
- ✔ Purchase eggs from inspected flocks. Select only clean, whole eggs free of cracks.
- ✔ When possible, purchase federally inspected seafood, to assure top quality products. Not many fresh seafood items are federally inspected. Don't accept fish if it smells "fishy", is dull, or touching leaves an indent. Fresh fish does not smell, is shiny, and is firm to the touch.
- ✔ Purchase bread and pastry that is properly wrapped to keep it fresh and wholesome.
- ✔ Check expiration dates. Avoid foods with expired dates.
- ✔ Buy frozen products only if they are frozen solid. Do not accept delivery of, or purchase at the store, frozen foods that are, or have been, thawed or partially thawed. Check for soft spots or drip marks on the food which indicate thawing. The quality of frozen foods is reduced by thawing and refreezing and/or improper thawing. Bacteria will grow in frozen foods that have been at too high a temperature. Ideally, frozen foods should be held at 0°F or below.
- ✔ Do not accept or use home canned foods or wild game. The safety of the food cannot be guaranteed.
- ✔ Do not purchase foods in cans or jars that have dents, bulges, leaks, cracks, or loose lids.
- ✔ Purchase perishable foods that have been kept under refrigeration at 40°F or below.

5 Easy Steps to Clean and Sanitize Food Preparation and Eating Surfaces

1. Clean surface with warm soapy water.
2. Rinse with clear water.
3. Spray surface with sanitizing solution.
4. Spread the sprayed solution over the surface with a clean paper towel.
5. Air dry. Do not rinse or wipe off the sanitizing solution.

Disinfecting Solution

1 ½ teaspoons liquid bleach
1 gallon warm water

Place the mixture in a dishpan for dipping cutting boards and kitchen utensils. Set them in a drainer to air dry.

Put the solution in spray bottles and use when cleaning kitchen counters and diaper changing tables. Dry with a paper towel. Remember to change the solution several times a week (concentration 100 ppm)

Idaho Unicode Sec 7.6

Brown Bag Safety

Packing Pointers
Start with cold food—pack directly from the refrigerator or freezer. Pack all food in clean plastic wrap or sandwich bags. Use an insulated cooler if you have one.

Include a cold source in the cooler or picnic basket, such as:

- Commercial ice packs, or make your own by placing ice cubes in a plastic bag, then wrapping the bag in foil.
- Freeze sandwiches ahead of time. Place frozen sandwiches in the cooler or bag—they will thaw by lunch time.
- Frozen small cans or boxes of juice, yogurt, or applesauce—they will thaw by lunch time.
- Frozen foods such as hamburgers.
- Cold fruit.
- Keep hot foods hot in a thermos or insulated dish.

Plan Ahead
Take only the amounts of food you'll use. With a proper cooler and ice, most foods are safe for short periods of time.

Make several sandwiches at one time. Wrap each one by itself. Pack lettuce, tomato, and mayonnaise in separate containers.

If you do not have a cooler, take fresh, canned, or dried fruits, raw vegetables, hard cheese, canned or dried meats or fish, dry cereal, bread, peanut butter, crackers, or cookies.

At the Picnic
- Keep the cooler in the shade—don't leave it in direct sunlight or in the trunk of the car.
- Keep the lid on the cooler—avoid frequent openings.
- In hot weather, food should not sit out for more than an hour.
- Serve food quickly from the cooler.
- Serve small portions so the food doesn't stay out of the cooler too long.

If you plan to prepare food at the site:

- Keep food cold until you're ready to grill it.
- Cook food completely at the picnic site—no partial cooking ahead.
- Cook food thoroughly.
- Red meat and poultry should not be pink; juices should run clear.
- Fish should flake with a fork.
- Use a clean plate to serve cooked foods.
- Be careful that raw meat juices don't touch other foods.

Remember, contaminated food may look good, smell good, and taste good. You may wonder if you should use it. **When in doubt, throw it out!**

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Stop Bacteria in Their Tracks

Sanitation Check List

- ✔ Wash hands in hot, soapy water.
  - ✔ Before you touch food
  - ✔ After handling raw food
  - ✔ After using the bathroom
  - ✔ After changing diapers
  - ✔ After playing with pets
- ✔ Cover mouth and nose when you cough or sneeze.
  - ✔ Turn your head away from food.
  - ✔ Wash hands again before touching food or children.
- ✔ Catch meat juices.
  - ✔ Place frozen or raw meat on a plate to thaw in the refrigerator, so the juices don't drip on other foods.
  - ✔ Place packages of raw meat, poultry, and seafood into plastic bags before you put them in your shopping cart.
  - ✔ Keep raw and cooked foods apart.
- ✔ Wash cutting board in hot, soapy water and rinse well.
- ✔ Cook raw foods well.
  - ✔ Keep hot foods hot (above 140° F).
- ✔ Refrigerate cooked foods immediately.
  - ✔ Keep cold foods cold (below 40° F).
- ✔ Wash kitchen towels and dishcloths often.
  - ✔ Replace kitchen sponges every few weeks.
- ✔ Use a disinfecting solution after washing and rinsing:
  - ✔ Cutting boards
  - ✔ Kitchen counters
  - ✔ Utensils
  - ✔ Diaper changing tables.

Appendix

Appendix

1. **Nutrition Resources**

2. **Further study topics:**

Does Sugar Affect Behavior?

Does Milk Cause Mucus?

Vegetarian Diets

Complementary Proteins
A Meal Plan in Servings for a Vegetarian Diet
Meal Planning for Vegan Children
Serving Sizes of Vegetarian Foods by Age Group
Child Care Food Program - Meat Alternate Category for the Vegetarian
The Vegetarian Food Pyramid
Protein from Vegetables: The Legume Family
Vegetarian Menus (2 Recipes)
Vegetarian Dishes with complete proteins
Types of Vegetarians: Matching Activity One
Answers
Less Common Vegetarian Foods: Matching Activity Two
Answers
Vegetarian Resources

Preparing Foods to Meet the Dietary Guidelines

Ways to Recognize Food Spoilage

Learning Time

Chefs in Training

Meal Planning Worksheet

Share a Meal Game

Label Information

NUTRITION AND EDUCATION RESOURCES

Books

Satter, Ellyn. Child of Mine: Feeding with Love and Good Sense. Bull Publishing Company, Palo Alto, CA, 1991.

Satter, Ellyn. How to Get Your Kid to Eat...But Not Too Much. Bull Publishing Company, Palo Alto, CA, 1987.

Pennington, Jean Food Values of Portions Commonly Used. 16th edition, J.B.Lippincott Company, Philadelphia, 1994.

Cookbooks

Nutrition a la Carte! Association for Child Development cookbook. 1995

Manuals

The A,B,C's of Nutrition for the Young Child, West Virginia Department of Education. Office of Child Nutrition, West Virginia Department of Education, Charleston , West Virginia, 304-558-2708.

Pyramid Packet, Penn State Nutrition Center, College of Health and Human Development, 417 E. Calder Way. The Pennsylvania State University, University Park, PA. 1993.

What's in A Meal? U.S.D.A., 77 West Jackson Blvd, Chicago, Illinois 60604. 1996.

Idaho Food Safety and Sanitation Manual. Idaho Department of Health and Welfare. Division of Health, 450 W. State, Boise, Idaho 83720. 1994.

Ohio Department of Health and Ohio Department of Human Services. Health and Safety in Family Day Care: An Introductory Course for Family Day Care Providers. Arlington, VA. 1993.

Healthful Menus and Recipes for Children over 2 years of Age in the CACFP. Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA. 1996

Computer Software

LunchByte Systems, Inc. NUTRIKIDS Version 6.0, 1996.

Organizations

Idaho Department of Education
Child Nutrition Programs
P.O. Box 83720
Boise, Idaho 83720-0027

Idaho Dairy Council
1365 N. Orchard #203
Boise, Idaho 83706

Oregon Dairy Council
10505 S.W. Barbur Blvd.
Portland, OR 97219

National Dairy Council
6300 North River Road
Rosemont, Illinois 60018-4233

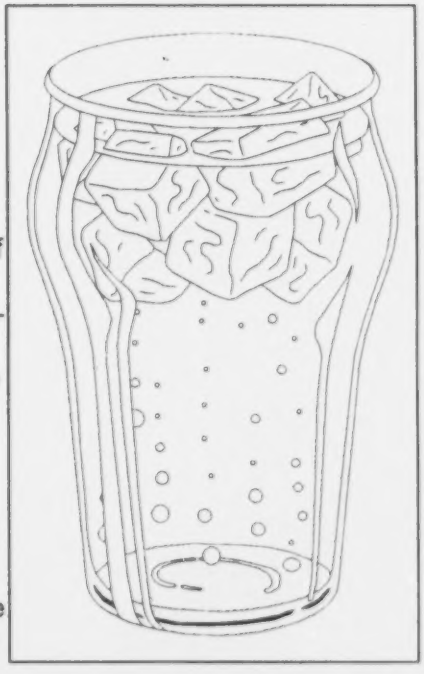
United States Department of Agriculture
Food and Nutrition Information Center
National Agricultural Library, Room 304
10301 Baltimore Boulevard
Beltsville, MD 20705

Pamphlets

U.S.D.A., U.S. Department of Health and Human Services. Dietary Guidelines for Americans. Home and Garden Bulletin N. 232, 4th edition, 1995.

U.S.D.A., The Food Guide Pyramid. Home and Garden Bulletin No. 252. 1992.

Does Sugar Affect Behavior?



Ongoing studies continue to show no suggestive relationship between sugar intake and abnormal behavior. Research in this area has largely focused the effects of sugar intake on the behavior of hyperactive children.

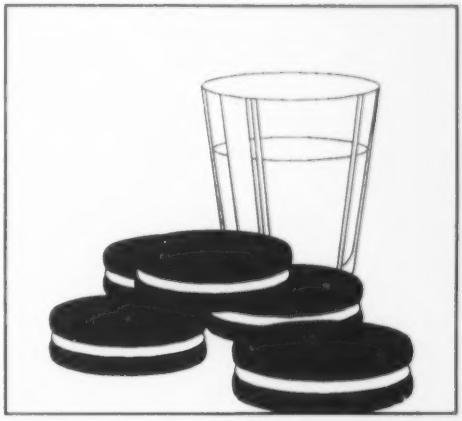
In one study, researchers tried to elicit effects of sugar on behavior using subjects that had a history of aggressive behavior in response to sugar intake. Thirty pre-school boys were challenged using double-blind crossover intakes of aspartame, saccharin, sucrose and glucose (double-blind means neither the researcher nor their subjects knew which products were sugar or a sugar placebo. **It was found that sugar loading did not increase aggression or disruptive activity.** Aspartame challenges showed extremely subtle or no behavioral effects.

In another study, subjects included children who were described by their parents as aggressive, overactive, loud and non-compliant when consuming sugar. Forty-four percent of the children reacted to an open challenge with sugar. (They knew they were consuming sugar.) However, far fewer (12.5%) reacted with a double blind sucrose challenge test and none reacted when the double-blind challenge using sucrose was repeated. Researchers concluded that parents' perceptions of reactive behavior to sugar intake appear to be unreliable.

Two recent studies at the University of Wisconsin examined claims of association between sucrose and juvenile delinquency. Again, both studies offered no support that sucrose ingestion contributed to juvenile delinquent behavior. In fact, in one study the results of several trials indicated that the sucrose breakfast which was administered was associated with improved performance. Conclusions stress that simple statements about sucrose ingestion on behavior are likely to be misleading, and that individual difference variables need to be considered.

Source: Idaho Dairy Council. *Nutrition R$_x$*. Vol.5, No.1. Winter 1991.

Does Milk Cause Mucus?



The belief that "milk produces mucus" is a misconception according to a recent Australian study.

Fifty-one adult subjects, ages 18-35, were challenged with rhinovirus-2. Respiratory symptoms and intake of milk and dairy products were kept for 10 days.

In response to an initial questionnaire, 27.5% reported reducing their intake of milk or dairy products with a cold, or labeled them as bad for colds. Eighty per-cent of this group felt milk and dairy products caused mucus/phlegm.

Pinnoch concluded milk and dairy product intake was not associated with an increase in upper or lower respiratory tract symptoms. Coughs, when present, tended to be "loose" with increasing milk and dairy product consumption although it was not statistically significant.

In a study by Tockman, Khoury and Cohen, milk drinking was inversely associated with chronic bronchitis (CB). Milk drinking was not found to be associated with a reduction in CB among those who had never been smokers. In contrast, non-milk drinkers who smoked had a significantly higher rate of CB than smokers who drank milk.

Further investigation is needed to determine if the consumption of milk represents an index of overall nutrition or whether vitamin A in milk is responsible for the inverse relationship between CB and milk consumption.

In an earlier study addressing vitamin status in children with recurrent respiratory symptoms, a similar belief that "milk makes mucus" was addressed.

Parents with these views were likely to withhold milk from their child. Due to the important role milk and dairy products play in the diet, avoidance may have serious nutritional consequences in young children with chronic illness.

Further studies are to be conducted to ensure that an important nutrient source is not removed from the diet without justification. Future milk/mucous production studies will involve 5-17 year-old asthmatic children and 12 month-old infants.

Source: Idaho Dairy Council. *Nutrition R_x*. Vol.5, No.1. Winter 1991.

Vegetarian Diets

Vegetarian diets omit meat or all animal products.

There are many different types of vegetarian diets.

- **vegan** (pure vegetarian): will not eat any foods of animal origin
- **lacto-vegetarian**: will consume milk and milk products, but will not consume other animal foods
- **lacto-ovo-vegetarian**: will consume milk, milk products and eggs, but not meat
- **pesco-vegetarian**: will consume milk and milk products, eggs and fish, but not any other animal foods.

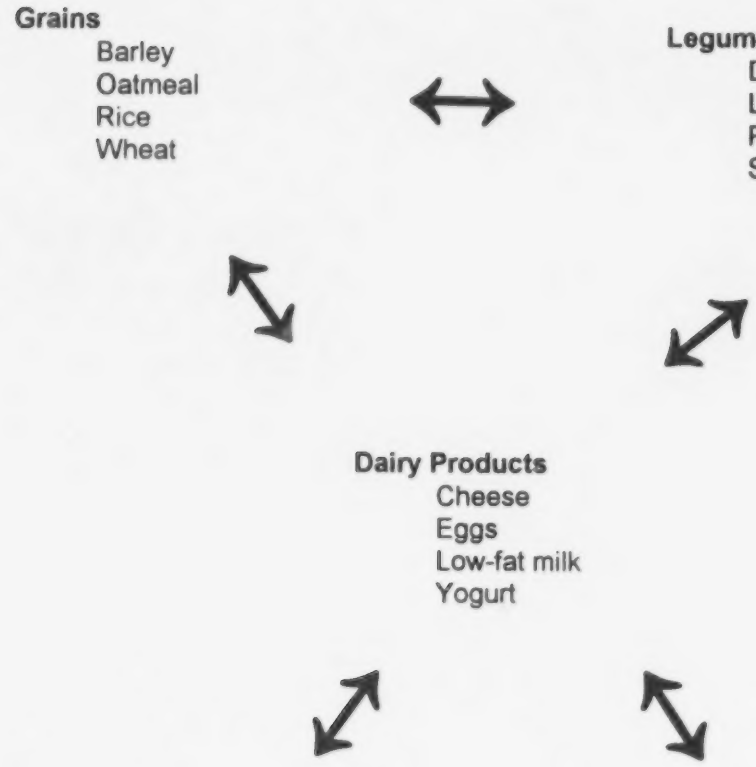
Whenever food choices are limited, it is more difficult to meet the body's needs for energy and essential nutrients. Vegetarian diets specifically may lack calories, protein, essential fatty acids, calcium, iron, zinc, riboflavin, vitamin B12 or vitamin D. A child's growth and development may be stunted when food energy is less than needed.

Vegetarian diets may be accommodated within the Child and Adult Care Food Program meal pattern. For example, dry beans can be served in place of meat. A registered dietitian, sponsor or State agency can provide more information on feeding children who are vegetarians.

If These Foods Are Excluded	These Are Limited	Include These Foods If Possible*
Meat, fish, poultry	Protein, iron, energy, zinc, folate, vitamin B12, thiamin, essential fatty acids	Milk, dairy products, grains, legumes
Milk, dairy products	Protein, energy, calcium, vitamin B12, vitamin D, riboflavin	Legumes, soy milk (fortified), dark green vegetables
*There are no perfect substitutes for animal foods. Because nutrients may be lacking in diets where meat is not consumed, these foods are recommended to replace some of the nutrients.		+

Complementary Proteins

The following diagram outlines the food groups that when eaten together, provide a complete-protein combination.



A MEAL PLAN IN SERVINGS FOR A VEGETARIAN DIET

FOODS	SERVINGS PER DAY
Milk or milk products	3-4
Fish or Eggs	2
Other Protein-containing foods in the following combinations: Peanut or nut protein+ wheat, oats, corn or rice Soy protein + corn, wheat, rye, or sesame Legumes* or leafy vegetables + cereals	2
Whole-grain breads or cereals	4
Fruits & vegetables (including dark greens)	4

*A legume is a pod, usually containing seeds such as peas, beans, lentils, lima beans, soy beans & chickpeas.

Meal Planning for Vegan Children

- Use soy milk or formula fortified with vitamins D and B12.
- Use cooked dried beans, nuts and nut butters, and seeds as meat alternates.
- Tofu can be a good source of calcium, but only if it is made with calcium sulfate...check the label. Corn tortillas and greens like kale, bok choy, and collards are also high in calcium. (*Note: Tofu is not reimbursable in Child Nutrition Program, 1997)
- Serve foods rich in vitamin C at meals to enhance iron absorption.
- Children may require more frequent meals and snacks because vegan meals tend to be filling but low in calories.
- Consider serving eggs and dairy products to very young children or children who are picky eaters and not growing well.

SERVING SIZES OF VEGETARIAN FOODS BY AGE GROUP

	Single Serving Size by Age		
Foods	**1-2 Years**	**3-5 Years**	**6-12 Years**
Milk (fluid)	½ c	¾ c	1 c
Cheese	1 oz	1-½ oz	2 oz
Egg	1	1	1
Fish	1 oz	1-½ oz	2 oz
Nuts	n/a	¾ oz	1 oz
Peanut butter	2 tbsp	3 tbsp	4 tbsp
Soybeans	¼ c	⅜ c	½ c
Whole-grain breads	½ slice	½ slice	1 slice
Whole grain cereals	¼ c	⅓ c	¾ c
Legumes	¼ c	⅜ c	½ c
Fruits & Vegetables	¼ c	½ c	¾ c

Child Care Food Program
Meat Alternate Category for the Vegetarian

Creditable meat alternates include seafood (shrimp, scallops, imitation crab), most cheeses, eggs, dried beans, split peas and lentils as well as nuts, seeds and their butters. Only half the meat alternate can be met with nuts, seeds and their butters for lunch or supper. If these are served at lunches and suppers another acceptable meat alternate must be served.

Non Creditable Meat Alternatives

Baco-bits
Cream Cheese
Bean Sprouts
Sizzlelean
Cheese spread (Cheese Whiz)
Tofu

The following dishes must be homemade and specified a s such (you may abbreviate H.M.). Be sure to record the specific meat alternate used and be sure that the portion sizes adequately meet the requirements:

Soups
Stews
Chili
Pizza
Tamales
Pot Pies
Ravioli and Lasagna
Macaroni and Cheese
Burritos
Enchiladas
Tacos & Tostadas

☛ Egg Custard is a creditable meat alternate for snacks only.
☛ Yogurt is creditable a s a meat alternate for snacks only.

Portion Sizes Needed at lunch and Supper			
	1 yr up to 3	3 up to 6	6 through 12
Fish or Poultry	1 oz.	1 ½ oz.	2 oz.
Cheese	1 oz.	1 ½ oz.	2 oz.
Cottage Cheese, Ricotta Cheese, Cheese Foods, Cheese Spread	2 oz. ¼ cup	3 oz. ⅜ cup	4 oz. ½ cup
Eggs	1 egg	1 egg	1 egg
Cooked Dry Beans/Peas	¼ cup	⅜ cup	½ cup
Bean or Pea Soup	½ cup	¾ cup	1 cup
Peanut Butter, Soynut Butter, or other Nut and Seed Butters*	1 Tbsp.	1 ½ Tbsp.	2 Tbsp.
Peanuts, Soynuts, Tree Nuts and Seeds*	½ oz.	¾ oz.	1 oz.

Quantities listed must be prepared and served for the group. Individual children may eat more or less.

* No more than 50% of the requirement shall be met with nut, seeds or nut butters. These must be combined with another meat alternate to fulfill the requirement.

Snack may contain a meat alternate as one of the two food components served. ½ oz. of meat alternate is required for 1 to 6 year olds and 1 oz. is required for 6 through 12 year olds at snack.

THE VEGETARIAN FOOD PYRAMID

A DAILY GUIDE TO FOOD CHOICES

FATS, OILS, AND SWEETS

EAT SPARINGLY

LOW-FAT OR NON-FAT MILK, YOGURT, FRESH CHEESE, AND/OR FORTIFIED ALTERNATIVES

2-3 SERVINGS

EAT MODERATELY

BEANS, NUTS, SEEDS, AND MEAT ALTERNATIVES

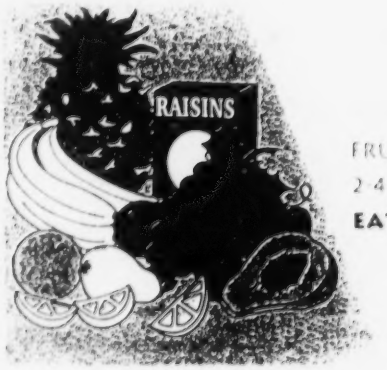
2-3 SERVINGS

EAT MODERATELY

VEGETABLES

3-5 SERVINGS

EAT GENEROUSLY



FRUITS

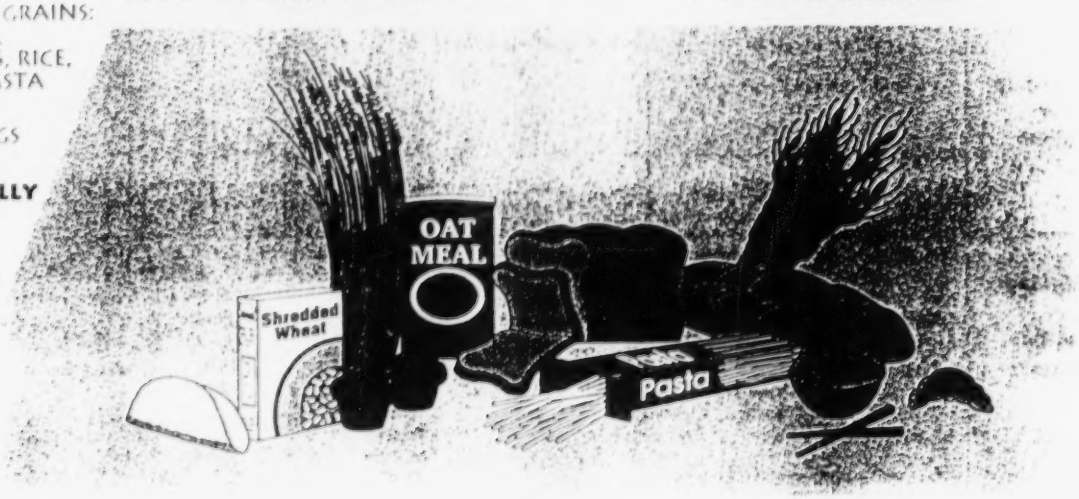
2-4 SERVINGS

EAT GENEROUSLY

WHOLE GRAINS: BREADS, CEREALS, RICE, AND PASTA

6-11 SERVINGS

EAT LIBERALLY



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Protein From Vegetables: The Legume Family!

Vegetables in the "legume" family are good sources of protein. These are meat alternates.

Legumes provide fiber, B vitamins, magnesium, and iron.

Vegetables and grains can be combined to make complete proteins.
See combinations below.

Dried beans, peas, lentils are low in fat, have no cholesterol and are economical foods.

Fresh snap beans (green or wax) and green peas are not in the legume family and do not provide as much protein as legumes.

Check serving sizes in child care program meal pattern guides for crediting legumes as meat alternates.

Vitamin C-rich foods help with iron absorption from vegetables.

Plan legumes into meals twice a week. There is a wonderful variety to choose from.

Best Choices

Adzuki beans
Black Beans
Black-eyed peas
Butter beans
Garbanzo beans
Great Northern beans
Kidney beans
Lentils
Lima beans
Navy beans
Peanut butter
Peanuts
Pinks
Pinto beans
Red beans
Soybeans
Split peas
White beans

Complete Protein Combinations

Refried beans (pinto) and Spanish Rice
Peanut butter on whole wheat bread
Tostadas (refried beans, pinto) and corn tortilla
Chili beans and cornbread
Tabbouli (garbanzo beans and Bulgar)
Bean dip (pintos) and corn tortilla chips
Tamale pie (refried beans) and corn meal
Bean (pinto) burrito
Black-eyed peas and cornbread
Soybean and rice casserole
Lentil stew and whole wheat bread
Split pea soup and whole wheat bread
Chili Mac (beans and pasta dish)

Legume note: Check cookbooks for other legume recipes and ideas

Source: Arizona 5-A-Day For Better Health by Judy Dare, Arizona Department of Health Services

Vegetarian Menus

Monday	Tuesday	Wednesday	Thursday	Friday
Breakfasts				
Milk French Toast Orange Juice	Milk Biscuits Tangerine	Milk Toast w/Peanut Butter Pear	Milk Shredded Wheat Raisins	Milk Pancakes Strawberries
Snacks				
Raw Vegetables Cottage Cheese/Yogurt Dip	Fruit Smoothie (Made with yogurt and strawberries)	Bean dip (H.M.) Crackers	Cantaloupe chunks W.W. crackers	Bagel Peanut butter
Lunch/Supper				
Milk Black-eyed peas Collard Greens Watermelon Cornbread	Milk Black bean soup* Orange slices Jicama Sticks w/lime Tortilla	Milk Hard cooked egg Vegetable Stew Peaches Bread	Milk Spicy Corn Quesadillas* Apricots (Tortilla)	Milk Vegetarian Pizza Asparagus Cherries (Pizza crust)

Katie O'Neill, MPH

Spicy Corn Quesadillas

2 Tbs. Vegetable oil
1 medium onion, chopped (about 1 cup)
2 garlic cloves, minced or pressed
1 medium carrot, grated (about ½ cup)
1 fresh chile, minced and without seeds
OR ⅛ tsp cayenne (optional)
3 cups fresh, frozen, or canned cut corn
2 tsp ground cumin
1 tsp ground coriander
1 - 2 tsp chopped fresh cilantro (optional)
salt and ground pepper to taste
1½ cups grated Monterey Jack or Cheddar cheese
8 tortillas (8-10 inch)

Heat the oil in a skillet and add the onion and garlic. Saute' on medium heat for about 5 minutes, until the onions begin to soften. Stir in the grated carrot and saute' for 2 more minutes. Add the chile or cayenne, corn, cumin, coriander, and optional cilantro and cook, covered, for 3-4 minutes, stirring often, Add salt and pepper to taste and remove from the heat. Stir the cheese into the hot vegetables. Cover and let stand for a few minutes, until the cheese partially melts. Spread one-eighth of the filling on each tortilla. Cook the filled tortillas in an oiled, heated skillet or in the microwave.

CACFP: 1 bread; 1 meat alternate (cheese); 1 vegetable (corn)

Black Bean Soup

10 sun-dried tomatoes (not packed in oil)
1 cup boiling water
1 ½ cups finely chopped onions
3 garlic cloves, minced or pressed
1 jalapeno chile, minced OR ¼ tsp cayenne
2 Tbsp vegetable oil
1 tsp ground cumin
⅓ cup water
3 cups undrained canned tomatoes (28oz. can)
4 cups undrained cooked black beans (two 10oz. cans)
¼ cup chopped fresh cilantro
additional water or tomato juice
yogurt or sour cream

In a small bowl, cover the sun-dried tomatoes with the boiling water and set aside.

In a soup pot, saute' the onions, garlic, and chile or cayenne in the oil for about 5 minutes, stirring frequently, until the onions are translucent. Add the cumin, ⅓ cup water, and the juice from the tomatoes. Break up the tomatoes by squeezing them into to soup pot, or chop them coarsely right in the can and add them to the pot. Cover and bring to a boil. Lower the heat and simmer, covered, for 5 minutes. Add the black beans and their liquid, and continue to simmer, stirring occasionally to prevent sticking.

Drain and chop the softened sun-dried tomatoes. Add them to the soup and cook for 5-10 minutes longer, until the onions are tender. Stir in the cilantro and remove the soup from the heat. Puree' half of the soup in a blender or food processor and return it to the pot. If the soup is too thick, add some water or tomato juice. Reheat gently.

Serve each bowl of soup with a dollop of yogurt or sour cream.

CACFP: 1 meat alternate

Vegetarian Dishes with Complete Protein

Grains with Legumes

Rice with lentils
Rice with black-eyed peas
Peanut butter sandwich
Bean soup with toast
Falafel with pita bread
Bean taco

Grains with Milk

Oatmeal with milk
Wheat flakes with milk
Pancakes and waffles
Breads and muffins made with milk
Pizza with cheese
Macaroni and cheese
Cheese sandwich
Quiche
Meatless lasagna
Granola with milk

Grains with Eggs

Fried rice
Quiche
Egg salad sandwich
French toast

Legumes with Dairy Products

Peanuts and cheese cubes
Lentil soup made with milk

Legumes with Eggs

Cooked black-eyed peas with egg salad.

Seed or Nuts with Dairy Products

Sesame seeds mixed with cottage cheese
Cheese ball rolled in chopped nuts

Seed or Nuts with Eggs

Omelet sprinkled with sesame seeds

Leafy Green Vegetables with Milk or Eggs

Broccoli with cheese sauce
Vegetable omelet
Cheese and broccoli soup
Spinach salad with sliced egg

Types of Vegetarians

Matching Activity 1

There is no single vegetarian eating pattern. Primarily it is a diet composed mostly of plant foods. Vegetarians vary in the extent to which they avoid animal products and the types of animal foods left in the diet.

There is also no single reason for eating vegetarian diets. In the United States, reasons are often philosophic, religious or health related. Other reasons can include cultural, economic or food availability.

Select the definition which best matches the word.

_____ Macrobiotic

_____ Pesco-Vegetarian

_____ Vegan

_____ Lacto-Vegetarian

_____ Zen Macrobiotic

_____ Lacto-Ovo-Vegetarian

1) Will not eat any foods of animal origin.

2) Will consume milk and milk products, but will not consume other animal foods.

3) Will consume milk, milk products and eggs, but not meat.

4) Follows a series of diets progressing from a balanced diet to an extreme in which brown rice (and maybe tea) is the only food.

5) Will consume milk, milk products, eggs and fish but not any other animal foods.

6) Will use small amounts of animal foods as condiments. Also adopt other health practices. Religious fervor is also associated with group.

Matching Activity 1 Answers

4	Macrobiotic	1)	Will not eat any foods of animal origin.
5	Pesco-Vegetarian	2)	Will consume milk and milk products, but will not consume other animal foods.
1	Vegan	3)	Will consume milk, milk products and eggs, but not meat.
2	Lacto-Vegetarian	4)	Follows a series of diets progressing from a balanced diet to an extreme in which brown rice (and maybe tea) is the only food.
6	Zen Macrobiotic	5)	Will consume milk, milk products, eggs and fish but not any other animal foods.
3	Lacto-Ovo-Vegetarian	6)	Will use small amounts of animal foods as condiments. Also adopt other health practices. Religious fervor is also associated with group.

Less Common Vegetarian Foods

Matching Activity 2

Vegetarians eat many of the familiar well-loved basic foods non-vegetarians eat. They also eat some more unfamiliar and (at least to non-vegetarians) exotic foods. Complete this activity to become familiar with a feast of vegetarian delights.

Select the definition which best matches the word.

_____	Millet	1)	Crisp, tasty little savory balls made from mashed chickpeas.
_____	Felafel	2)	A thick brown paste made by fermenting soybeans, barley or rice under pressure for up to two years. It is used as a flavoring agent.
_____	Tofu	3)	The seeds of hardy annual grass.
_____	Tempeh (TEM-pa')	4)	A white curd product made by cooking and curdling soy milk.
_____	Tahini	5)	A sticky beige or brown cream similar to peanut butter but made from sesame seeds.
_____	Tamari	6)	The original textured vegetable protein - a chewy, high protein food made from wheat gluten.
_____	Bulgur	7)	Fermented cooked soybeans. A high protein product with a strong soybean flavor.
_____	Miso	8)	Similar to but thicker than soy sauce. This is a dark sauce made from soybeans. It is used primarily as a condiment.
_____	Seitan (SAY-tahn)	9)	The first human engineered grain. A cross between wheat and rye.
_____	Triticale (Trit-I-KAY-lee)	10)	Cracked, boiled and redried whole wheat.

Matching Activity 2 Answers

3	Millet	1)	Crisp, tasty little savory balls made from mashed chickpeas.
1	Felafel	2)	A thick brown paste made by fermenting soybeans, barley or rice under pressure for up to two years. It is used as a flavoring agent.
4	Tofu	3)	The seeds of hardy annual grass.
7	Tempeh (TEM-pa')	4)	A white curd product made by cooking and curdling soy milk.
5	Tahini	5)	A sticky beige or brown cream similar to peanut butter but made from sesame seeds.
8	Tamari	6)	The original textured vegetable protein - a chewy, high protein food made from wheat gluten.
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9	Triticale (Trit-I-KAY-lee)	10)	Cracked, boiled and redried whole wheat.

Vegetarian Resources

American Dietetic Association. Position of The American Dietetic Association: Vegetarian Diets. *J. American Dietetic Association.* 1993: 93:1317-20.

Burczy SA. Teens vegging out: Nutrition and health considerations for adolescents adopting vegetarian diets. Unpublished paper, Aug. 1994.

Dwyer JT. Vegetarian eating patterns: science, values, and food choices-where do we go from here? *Am J. Clin Nutr.* 1994; 59 (suppl):1255S-62S.

Sander TAB, Reddy S. Vegetarian diets and children. *Am J Clin Nutr.* 1994; 59 (suppl):1176-81S.

Walker C. Meet the new vegetarian. *American Demographics.* Jan 1995: 9-10.

Selected Vegetarian Cookbooks

Life's Simple Pleasures. Karen Mangum, Boise, ID: Pacific Press Publishing Association, 1990.

Sundays at Moosewood Restaurant. Moosewood Collective. Simon and Schuester Inc., New York, NY. 1990.

Helpful to the Vegetarian

Jane Brody, *Jane Brody's Good Food Gourmet.* W.W. Norton and Co., New York, NY. 1990.

PREPARING FOODS TO MEET THE DIETARY GUIDELINES

MODIFYING RECIPES

GENERAL

* Use "fresh" foods whenever possible.
* Prepare foods more often from "scratch".
* Substitute whole grain flour for white flour.
* Don't overcook vegetables.

TO REDUCE SODIUM

* Use less salt. Use natural herbs, seasonings, or lemon juice to add flavor instead of salt.
* Use fresh or frozen foods instead of canned. If you must use canned vegetables, rinse with water after removing from the can.

TO REDUCE FAT

* Switch to skim, 1% or 2% milk. (Only for children over 2 years of age.)
* Drain fat off of hamburger after cooking and rinse under warm water. Cut visible fat off other meats before cooking.
* Substitute applesauce or plain yogurt for oil in recipes (equal amounts).
* Bake, boil, roast, or steam instead of frying.
* Chill foods to skim the fat off the top.
* Substitute turkey products for beef or pork (caution: if the turkey skin is included in the product and not just "turkey meat" then the product may have just as much fat as the beef or pork.)
* Substitute 2 egg whites for one whole egg in recipes.
* Use a nonstick cooking spray on pans (i.e, Pam Spray)
* Substitute nonfat yogurt for mayonnaise .
* Remove skin from chicken.

TO REDUCE SUGAR

* Use little or no sugar. Use cinnamon, vanilla, nutmeg, raisins, or applesauce to add sweetness to recipes instead of sugar, or in place of some of the sugar.
* Use fruit instead of syrups/sugar.
* Substitute nonfat dry milk for sugar (in whole or in part) in recipes. Milk contains a natural sugar which still gives the sweetness you need!
* Make popsicles out of 100% fruit juices.
* Make your own fruit leather out of pureed fruit.
* Rinse canned fruits to remove excess sugar.

KID APPEAL - Food won't be eaten if it doesn't in some way interest a child. Prepare foods that are fun sizes, shapes, colors and are easy for them to handle. Talk about new foods or let the children help prepare a new food. This can help them accept it more readily!

Ways to Recognize Food Spoilage

These Foods	Are Risky When:
Fresh Poultry	-Stored raw in the refrigerator for longer than one to two days (three to four days when cooked) -Left unrefrigerated for more than two hours either before or after cooking
Fresh Meat	-Stored raw in the refrigerator for longer than three to five days (one to two days for hamburger) -Discolored, smelly or slimy -Left unrefrigerated for more than two hours either before or after cooking
Fresh Fish	-Stored for longer than one to two days in the refrigerator -Dried at edges; smelly -Left unrefrigerated for more than two hours either before or after cooking
Milk, Cream, Egg Products	-Left unrefrigerated for more than two hours
Frozen Meats, Poultry, Fish or Casseroles	-Thawed at room temperature -Allowed to thaw and be refrozen -Eaten without thorough cooking
Canned Foods (Home canned foods should never be served in child care centers or day care homes)	-Liquid spurts out when can is opened -Can is corroded, rusty, leaky, swollen on top or bottom, or dented on side seams -Contents have off-odors or foamy or mushy texture -Stored at hot temperatures or allowed to freeze and thaw
Fresh Fruits and Vegetables	-Unwashed. moldy, soft or discolored
Bread Products	-Moldy -Infested with insects

If in doubt...throw it out!

Source: What's in a Meal?

Learning Time!

* Using pictures of foods from magazines or newspaper advertisements, have the children create their own Food Guide Pyramids by placing different foods in their proper place.

* Make a giant Food Pyramid on the floor with string! Give children pictures of different foods and have them place the foods where they think they should be on the pyramid.

* Teach the children their colors by using fruits and vegetables. Eggplant, grapes, oranges, carrots, red and green apples, celery sticks, broccoli, bananas, and summer squash are all great foods to use!

* Help the children learn about different cultures - share with them foods that other people in different countries eat. Use a map to find those countries, and share foods they might eat there (pineapple from Central America; peanuts form Africa; rice from Japan: all good examples).

* Plant miniature herb gardens - show the children how simple herbs can make cooked vegetables taste better.

* Teach the children how to count using small fruit (such as pineapple tidbits or grape halves) or grains (such as oat cereal or cooked macaroni). After they count, they can eat!

* Set up a "grocery store" in the play area - with nutritious foods (fruits, veggies, juices, grain products, meat and dairy products - real or plastic examples, empty cartons, or pictures) and foods that are not full of nutrients (i.e., cookies, soda, candy). Let the children "go shopping" and learn how to make wise food choices.

* Allow the children to grow "potato plants" - stick toothpicks into white or sweet potatoes, suspend them in a cup full of water, place them in a window, supply them with plenty of water, and watch the potato sprout.

* Include special foods during holiday and ethnic celebrations. Invite the children to bring in their family's favorite recipes for that day or season.

* Use stories to help show children how food can be prepared. The classic story "StoneSoup" is a great way to show children how foods can be combined to make delicious meals. (You could act out the story, then serve that soup for lunch!)

* Use foods to help children learn about tastes, textures, and sounds. (How does this taste - sweet or tart? Is it crunchy, or chewy? How does it sound - does it crunch, or squish?)

Chefs in Training

* Show children where orange juice comes from - give each child a plastic juicer and an orange. Have the children roll the oranges, then cut in half...let them make their own cup of juice for their snack.

* Banana Pops! Give each child a half of a banana and a popsicle stick. Let the child insert the stick in the banana, peel it, then roll the banana in granola cereal. Place the "banana pop" in a styrofoam holder, and place in the freezer for a few hours.

* Allow the children to help make a fruit salad using their favorite fruits! It can be part of one of their meals or part of a snack.

* Show the children how to make "fruit parfaits" using fresh or canned fruit layered with lowfat yogurt or lowfat cottage cheese.

* Finger foods always taste better with a dip! Allow the children to experiment with adding spices or condiments to yogurt or pureed fruit. Supply them with sliced fruits, vegetables and/or bread wedges and crackers, and stand back!

* Children love to make their own lunches - and pizza is a favorite of most! Supply them with half an English muffin, tomato sauce, cheese, and vegetable toppings. Let them build their own pizzas, and watch you place them in the oven.

* Let the children make their own fruit shakes - especially refreshing on a hot day! Using frozen fruit and lowfat milk, help the children pour the ingredients into a blender. In a few minutes, each child could have a cup of a delicious treat. (Don't forget the straws!)

Meal Planning Worksheet					
Meal Pattern	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
BREAKFAST (1 serving each)					
Milk					
Bread/Bread Alternate					
Juice/Fruit/Vegetable					
LUNCH/SUPPER (1 serving each)					
Milk					
Bread/Bread Alternate					
Fruit/Vegetable					
Vegetable/Fruit					
Meat/Meat Alternate					
SNACK - (2 of 4; only 1 liquid)					
Milk					
Bread/Bread Alternate					
Juice/Fruit/Vegetable					
Meat/Meat Alternate					

Share a Meal... A Game for the Whole Family

- ☆ Eating in the company of others nourishes the body, mind and soul!
- ☆ Whether it is every night or an occasional morning, the benefit of a shared meal is powerful.
- ☆ Sharing meals helps families and friends carve out precious time to be together.
- ☆ Start now to extend what you already do. The rewards will be carried for a lifetime.

❶ Circle one or more of the Share A Meal Activities below that your family would like to do during the next two weeks. Modify as needed.

1. Turn the TV off, turn the music on, maybe even light candles, and gather around the table even for a meal of take-out.
2. Draw mealtime duties from a hat to get everyone involved.
3. Use the **Mealtime Planning Guide** to plan and prepare a meal that includes one food from each of the Food Guide Pyramid Food Groups.
4. Pass the "talking cup" at your meal. Whoever has the "talking cup" has a turn to talk while everyone else practices good listening.
5. Have everyone interview someone (friend, co-worker, relative, neighbor) regarding their mealtime traditions or memories. Talk about your findings at your next meal.
6. Play **Mealtime Trivia**. Put one or more question cards at each person's place. Take turns asking questions.
7. Try a new recipe.
8. Play "Finish the Sentence." Every takes a turn completing sentences, such as: My favorite food is..., Eating together as a family..., Next week can we..., Remember the time..., If I had a garden I'd plant...,I want to learn to cook...
9. Invite someone to share a picnic brunch dinner. If it rains, spread a blanket on your living room floor!
10. Create your own activity:_____

❷ Fill your calendar with as many activities as you can! Write the number of the activity you circled on the day you complete it.

Mealtime Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

❸ Choose one of the activities to become your family mealtime tradition or pick something else the whole family agrees upon. Plan to do the activity again within the next two weeks and regularly after that.

What:
When:

❹ Please take a minute to complete the sentences together, to record your own mealtime memories.

We enjoyed.....
Now we will...
I wish....

Source: Oregon Dairy Council

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